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ABSTRACT

The evaluation of Phase 2 consists of quantitative ratings and qualitative comments collected through the use of an Evaluation Booklet (124 returned). Quantitative data were gathered for the teaching procedures used for each lesson; they included ratings of materials, preparation, teacher information, purpose, and teacher actions. Qualitative data were gathered for the evaluation of content, background information, readiness assessment, pre-evaluation of social knowledge, and general teaching principles and strategies. The quantitative rating scores are presented in a matrix at the beginning of each section or lesson. The teachers' qualitative comments are then tabulated and presented for each section, and grouped into three categories: positive, negative, and suggestions. These comments may be used for further definition of the meaning of the quantitative scores, and as clues to the application of that phase. Following the summary, some general trends in the evaluation are discussed. SO 000 138, SO 000 139, SO 000 140, SO 000 141, SO 000 156, and SO 000 158 cover other facets of the curriculum evaluation. SO 000 004 and SO 000 099 are other related documents. (SBE)

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SO 000 157

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EVALUATION SUMMARY FOR PHASE B:(2)

UNDERSTANDING THE ENVIRONMENT

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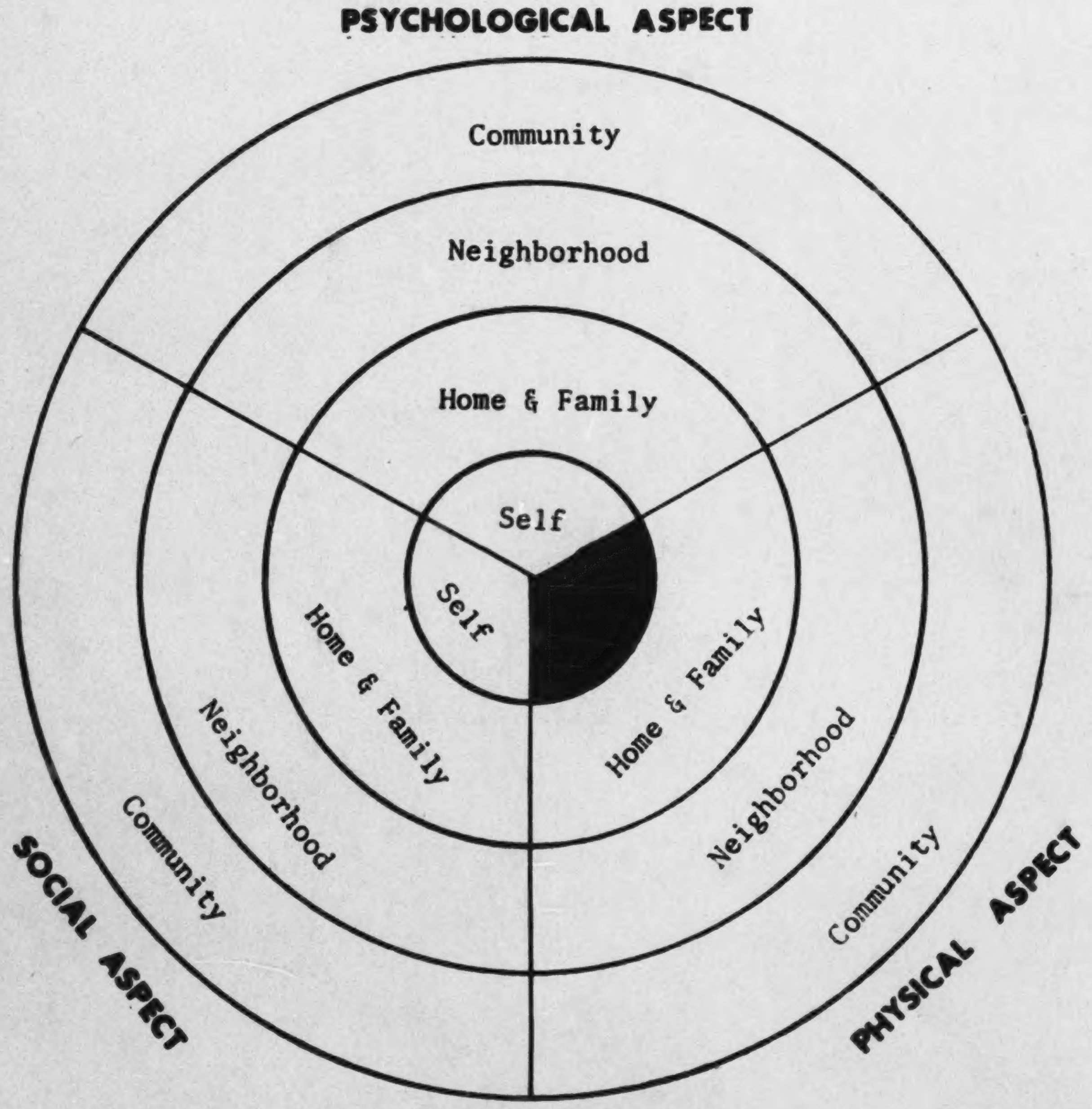
PSYCHOLOGICAL ASPECT
Community
Neighborhood
Home & Family
Self
Self
Home & Family
Neighborhood
Community
SOCIAL ASPECT
Home & Family
Neighborhood
Community
PHYSICAL ASPECT

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I. INTRODUCTION

Phase B was distributed to field-test teachers in November, 1968. The extended closing date for the Phase A evaluation made it necessary to extend the closing date for the Phase B evaluation to April 30, 1969, in order to give teachers enough time to complete the Phase. Despite the extended closing date, we received many letters from field-test teachers indicating that they could not finish Phase B on time. Table 1 presents the number of teachers from each of the field-test sites who returned the Phase B evaluation by May 31, 1969. Teachers from Oregon, Alaska, Florida, Michigan, Kansas and Idaho are not listed in Table 1 since these teachers are following a different field-test schedule.

It is to be expected that the number of returned evaluations for Phase B will be less than the corresponding number for Phase A. At the time when the Phase A evaluation was closed (March 3, 1969) there were 171 returned evaluations. By April 30, 1969, the number increased to 201 returned evaluations. Teachers who had not completed Phase A until March would have had a difficult time completing Phase B by the evaluation deadline. Also, teachers who failed to return the Phase A evaluation were not likely to return the Phase B evaluation. Thus, among the teachers who returned the Phase B evaluation, only two had not returned the Phase A evaluation.

The number of returned evaluations is also affected by our policy regarding closing dates. According to this policy, teachers are advised that the closing dates for each Phase are set up for the convenience of the evaluation staff in summarizing the evaluations. Although teachers are encouraged to return the evaluations in advance of the closing date, they are permitted to send in their evaluation booklets at the time they finish the Phase. This policy was adopted in order to avoid forcing teachers into a common mold by making them work at other than their normal pace. Evaluation booklets received after the closing dates will be summarized in supplementary reports.

TABLE 1

RETURN OF TEACHERS' EVALUATION FORM FOR PHASE B

Site Name	No. of Teachers Receiving Phase A	No. of Teachers Returning Evaluation	% Returned
Utah	16	10	63
Binghamton, N. Y.	20	10	50
Iowa	28	14	50
Syracuse, N. Y.	35	17	49
Albany, N. Y.	30	14	47
New York City	17	8	47
Rhode Island	14	5	36
Buffalo, N. Y.	33	11	33
Pennsylvania	26	8	31
Connecticut	21	6	29
Massachusetts	11	3	27
New Jersey	11	3	27
Mt. Vernon, N. Y.	39	10	26
Spencerport, N. Y.	22	5	23
Totals	323	124	38

Among those teachers who returned the Phase B evaluation booklets, ten teachers did not use the Phase and, therefore, did not do the evaluation. The two most frequently cited reasons for not teaching the Phase were: 1) The content of the Phase had already been taught earlier in the term, and 2) The content of the Phase was too easy for the class. The first of these problems relates to the sequencing of Phase B in the Social Learning Curriculum and is important in considering the revision of the curriculum. The second problem relates to the selection of appropriate subjects for the field test, and should be taken into consideration in selecting appropriate classes for future field testing.

The present report is based upon 114 evaluation booklets which were returned to the Center by May 31, 1969. (This figure does not include the ten booklets from teachers who did not use the phase.)

The Phase B evaluation consisted of quantitative ratings and qualitative comments. Quantitative data was collected for the Teaching Procedures only. Qualitative data was collected on every section of the Phase booklet. In the quantitative ratings teachers were asked to rate Materials, Preparation, Teacher Information, Purpose and Teacher Actions along the dimensions Helpful, Appropriate, Useable, Clear, Manageable and Complete. A plus (+) was used to indicate strong positive agreement with the positive end of the dimension and a negative (-) was used to indicate strong disagreement. Leaving a blank space, or an "0" indicated no strong feeling in either the positive or negative direction. In tabulating these ratings, a (+) was assigned a value of 1, neutral a value of zero, and (-) a value of -1. The quantitative rating score was derived by subtracting minus from plus scores. These quantitative rating scores are presented in a matrix at the beginning of each Purpose in Teaching Procedures.

When two Purposes appear in the same page in the Phase booklet, the rating scores for the second Purpose were included in the rating for the first Purpose. An asterisk was printed besides the matrix which covers the ratings for the two Purposes. In order to interpret these rating scores the reader should refer to the qualitative comments in each Purpose.

The rating score will not always equal the sum of the positive and negative comments since teachers sometimes gave quantitative ratings without qualitative comments, and sometimes gave qualitative comments without quantitative ratings.

The rating scores can be used in two ways. First, they provide an estimation of the degree of positive or negative feelings along the various dimensions studied. Sections with negative scores should be carefully studied in respect to the qualitative data. Secondly, the rating scores can be used to study the correlation between the teachers' reaction to the curriculum and demographic characteristics of the teachers and their students. Due to limitations of time and space, further analysis using the rating scores will be carried out in response to specific requests by the curriculum developers.

The treatment and presentation of the qualitative comments is the same as in the Evaluation Summary for Phase A. The teachers' comments are tabulated and presented for each section of the Phase. These comments are grouped into three categories: Positive, Negative and Suggestions. At the end of the Evaluation Summary some of the general trends which appear in the evaluation are discussed.

II. INTRODUCTION TO PHASE B

EXPECTATIONS - CONCEPTUAL (p. 79)

COMMENTS

	No. of Teachers
POSITIVE	
1. This section is good. Statement of goals is clean, concise and logical.	30
2. The labeling is important and enjoyable.	2
3. Appropriate for a group of primary educables.	2
NEGATIVE	
1. The group already had all these concepts.	7
2. Labeling does not necessarily lead to differentiation between the self and the environment. Children need to know more than just the nature of objects.	5
3. In paragraph 1, the term "labels" is unclear. The paragraph needs more detail.	2
4. Primary pupils are not capable of learning labels.	1
5. Making the children too aware of their surroundings is distracting since they are sensitive to stimuli.	1
6. The home seems to be a more powerful influence.	1

SUGGESTIONS

1. Additional musical activities would have been helpful.	1

EXPECTATIONS - BEHAVIORAL (p. 79)

COMMENTS

POSITIVE	No. of Teachers
1. This is a clear, concise, logical statement of the goals.	30
2. Paragraph 2 helps build a practical vocabulary.	1
3. The labels are necessary.	1
4. The children are eager to learn about the school.	1
5. Children should learn to become more aware of their environmental surroundings.	1

NEGATIVE	
1. There is a wide range of ability and achievement within the group so the expectations are too difficult for younger children and too easy for the older children.	10
2. The terms "labels," "appropriate" and "situations" are unclear.	1
3. The younger and less able children need more time to absorb the Phase.	1

SUGGESTIONS

1. The aims of paragraph 2 require repeated teaching for some children.	2
2. The expectations are more appropriate for a primary group of educables.	2
3. Add additional activities to make the unit worthwhile for a more advanced group.	2
4. Children pick up much information via incidental learning and the discovery methods used in Phase A.	1
5. Except for paragraph 1, all the rest could be concentrated in the classroom.	1
6. Labeling of the home environment should precede labeling of the school environment.	1

PHASE OUTLINE (p. 80 - 81)

COMMENTS

POSITIVE	No. of Teachers
1. The content is very relevant.	1
NEGATIVE	
1. The purpose is unclear.	1

SUGGESTIONS

1. Additional items suggested (to be added to "Differentiating Content"):	2
a. doors, windows, and bulletin boards	1
b. audiovisual room, custodian's room, boiler room, principal's room, and teacher's room	1

ASSESSMENT OF READINESS KNOWLEDGE - EXPLANATION (p. 82)

COMMENTS

POSITIVE	
1. This section is well written and appropriate.	20
2. This section is quite effective and beneficial with at least 50% of the children.	2
3. The explanation is a good statement for the inexperienced teacher.	2
4. The chart is a good idea. It enabled the teacher to make a quick survey of the class.	1
NEGATIVE	
1. It is too late in the school year for this Phase.	3
2. Difficult to use with withdrawn students or children with language impairment.	2
3. This section is unclear.	1
4. Paragraph 1 is irrelevant. The initial step was Phase A.	1
5. You do not define "reasonable" speaking and listening abilities.	1

SUGGESTIONS

	No. of Teachers
1. Listening abilities are improved when someone besides the teacher gives a child a job to do.	1
2. Some parts can be used with non-verbal children too.	1
3. Permanent record information helps in the area covered by paragraph 1.	1
4. Many observations can be made by the children using the discovery methods of Phase A.	1
5. Children should be taught to be thoughtful listeners.	1
6. The Phase needs a wide range of ideas and materials.	1

ASSESSMENT OF READINESS KNOWLEDGE - PROCEDURES (p. 82)

COMMENTS

POSITIVE

1. This section is good.	9
2. I like the "Yes - No" idea of paragraph 3.	4
3. Paragraph 2 is reasonable.	4
4. Paragraph 1 is relevant.	2
5. Most children listen in group settings.	1
6. The procedures are very good for speech development.	1

NEGATIVE

1. It is unrealistic to expect quick or successful correction of gross listening and speaking defects.	11
2. Some children, especially those with little or no schooling, can not or will not communicate.	6
3. I disagree with situation 1. Self-referent and environmental labeling skills help correct defects.	5
4. It is unrealistic to hold up associative learning until gross listening and speaking defects are corrected.	2

	No. of Teachers
5. Phase A should have already established communication between the teacher and the child.	1
6. The services mentioned in the first paragraph, "defects to be corrected," are not always available.	1
7. Speech and hearing problems are prominent in the class.	1

SUGGESTIONS

1. These procedures would be more appropriate at the start of the school year, or with children first entering a special class program.	2
2. In Situation 1, use the word "desirable" rather than "important."	1
3. Include all the children in the discussion by calling on them.	1
4. The code would be easier as "yes, no, or sometimes."	1

ASSESSMENT OF READINESS KNOWLEDGE RECORD CHART QUESTIONS - (p. 82A)

COMMENTS

POSITIVE

1. The questions are good.	12
2. The chart gives an overall view at a glance.	3
3. It is important to be aware of speech and hearing defects.	3
4. The chart is well organized and complete.	2
5. The questions are easy to score.	1
6. The charts are better than those in Phase A.	1
7. The empty spaces are good. They allow pertinent questions geared to each child.	1

NEGATIVE

1. The charts are repetitious of Phase A. There is too much clerical work.	3

	No. of Teachers
2. The rating key is confusing.	2
3. These questions seem rather self-evident.	2
4. The wording of the questions is unclear.	2
5. Not valuable for the intermediate group.	2
6. More line space is needed.	1
7. These questions are not inclusive of all children and cases.	1
8. Defects cannot be corrected quickly. It is up to the teacher to find ways to overcome these problems.	1

SUGGESTIONS

1. Additional categories suggested:	10
a. has visual problems	4
b. perseverates	2
c. has hearing defects	1
d. attention, concentration and abstract thinking	1
e. gross perceptual problems	1
f. gross physical defects	1
2. "Never has no gross speech defects" is a double negative, "Has gross speech defects" would be simpler.	9
3. Use "yes-no-usually" for the key.	2
4. Some children have nonorganic problems which prohibit communication: e.g., reluctance to speak.	2
5. Speech defects can be divided into language disorders and speech defects.	1
6. One can have gross speech defects and be ready for this Phase.	1

ASSESSMENT OF READINESS KNOWLEDGE RECORD CHART - OBSERVATIONS (p. 82A)

COMMENTS

POSITIVE

1. The observations are appropriate and good.	21
2. Most of the children respond appropriately to directions.	2

	No. of Teachers
3. The organization and procedures are good.	2
4. The chart provides a good overall picture of the child and is helpful in grouping the children by ability.	2
5. The extra spaces under the observations are helpful.	1
6. Some children with gross speech defects enjoyed talking and entered into the activities without hesitation.	1
7. The older children were surprised at the number of rooms in our school.	1

NEGATIVE

1. These observations are self-evident.	4
2. Some children do not perform well in a group setting.	4
3. The value of the observations in assessing the child is questionable.	4
4. The child is always part of a group at the primary level.	1
5. Some children can not function on these observation points.	1
6. This is not valuable, my children have already adjusted to the classroom situation.	1
7. Many other variables affect listening skills.	1
8. The rating is subjective on the teacher's part.	1
9. Speech and hearing difficulties can not be quickly corrected.	1

SUGGESTIONS

1. Additional categories suggested:	6
a. responds in group settings	2
b. list of speech defects to be checked	1
c. responsible in carrying out errands	1
d. interacts with people outside the classroom	1
e. hyperkinetic and autistic behavior	1

PRE-EVALUATION OF SOCIAL KNOWLEDGE (p. 83 - 84)

COMMENTS

POSITIVE	No. of Teachers
1. This section is a good guide for the teacher.	26
2. The definitions are adequate.	6
3. The material is relevant and well organized.	6
4. The ratings are helpful in determining a list of priorities.	5
5. The scoring procedure is good, and flexible enough to benefit each child.	3
6. The Phase on the self and the school environment is good.	2
7. The need for social interaction is important.	2
NEGATIVE	
1. The scoring procedures are not appropriate because:	6
a. many children, particularly 6-and 7-year-olds, cannot score due to a lack of experience. Each situation must be structured. Also there was little carry-over to a similar situation	2
b. a child might not fit into the categories	1
c. difficult to apply to new students entering in mid-term	1
d. the group rating was not important	1
e. the activities were too dull to promote interaction among the children	1
2. Social knowledge is already high due to previous learning experience.	3
3. The section is unclear. The teacher was not sure of what was wanted.	4
4. Terms like "differentiating" and "mass abstraction" are confusing.	2
5. The first paragraph does not make sense. No allowance is made for the poor recall of these children.	2
6. The instructions on page 84 are unnecessary.	1

SUGGESTIONS

	No. of Teachers
1. Only the rooms which a student uses should be stressed.	1
2. Would prefer a rating key of "yes-no-usually" instead of a numerical one.	1
3. Concerning paragraph 5: it is preferable to have a discussion instead of a "yes" or "no" to questions.	1
4. The evaluation is more appropriate for the beginning of the school year.	1

PRE-EVALUATION OF SOCIAL KNOWLEDGE RECORD CHART - QUESTIONS (p. 84A)

COMMENTS

POSITIVE

1. The questions are good, logical and well organized.	22
2. The chart indicates what to stress in the lessons, and is a good checklist to determine who knows what.	4
3. Most children are able to answer with continued work.	2
4. The questions are good because they are expressed in terms of observable behavior.	1
5. Noting the page number is helpful in working with individual children.	1

NEGATIVE

1. The questions are too simple for some, and too advanced for others.	10
2. Do not like the questions on the distinction between teachers' and pupils' property. The "yours-mine-ours" distinction can cause selfish attitudes.	4
3. There is too much clerical work.	3
4. Define terms like "furniture" and "equipment."	2
5. Not clear as to what makes a gross or specific answer. Do you want names, titles, or visual recognition of the school personnel?	2

	No. of Teachers
6. Since the children tend to copy from each other, this has to be done individually and takes too much time.	1
7. Irrelevant at this level. If a child can find a room, it serves the same purpose as a verbal description.	1
8. Do not see the value of having children describe other rooms.	1
9. Interpretations of questions and answers will vary considerably.	1
10. Children's ability to write and speak is poor.	1
11. Our small room lacks many characteristics of a special room.	1

SUGGESTIONS

1. Additional categories suggested:	4
a. teach children to give and understand directions (north, south, east, west)	1
b. names of teachers	1
c. room numbers	1
d. colors of rooms	1

PRE-EVALUATION OF SOCIAL KNOWLEDGE RECORD CHART - OBSERVATIONS (p. 84B)

COMMENTS

POSITIVE

1. The observations are good and appropriate.	12
2. The children can do many of the observations.	3
3. Rating the observations is a good checklist on varying abilities.	1

NEGATIVE

1. This information is almost impossible to ascertain and very vague.	6
2. The observations take too much time.	2

	No. of Teachers
3. The observations are too advanced for some, and too simple for others.	1

SUGGESTIONS

1. Additional observations suggested:	4
a. can find his way about the school	1
b. questions which show if child differentiates self from the environment	1
c. can view school and "think" its parts	1
d. can draw or build a three dimensional picture of the room and school	1

PRE-EVALUATION OF SOCIAL KNOWLEDGE RECORD CHART - JUDGMENTS (p. 84B)

COMMENTS

POSITIVE

1. The judgments are good and adequate.	9
2. Some of the children did identify themselves with the surroundings.	2

NEGATIVE

1. Most children already know they are different from the environment.	8
2. Evaluating children's judgments is ambiguous because they are not adequately defined, nor expressed in terms of observable behavior.	4
3. The notion of differentiating oneself from the environment is hard to comprehend.	2
4. Recognizing oneself from the environment is about the same as differentiating oneself.	1

SUGGESTIONS

None.

GENERAL TEACHING PRINCIPLES AND STRATEGIES (p. 85)

COMMENTS

POSITIVE	No. of Teachers
1. The section is good. It is helpful in crystalizing teacher's thinking. A good review.	25
2. The section is clear and logical.	9
3. Teaching rote facts as associative bonds is appropriate.	1
4. The bibliography and summary are very good.	1
5. It is relevant to point out to teachers that students were not aware of various uses of desks.	1
NEGATIVE	
1. This approach is not advanced enough for the group.	3
2. In paragraph 2, the word "amasses" should not be used in reference to EMR children . They forget more than half of what is taught. The hypothesis is not supported by the limited research in this area.	2
3. Paragraph 6 is very vague.	1
4. A low I. Q. does not correlate directly with scores on verbal mediation studies.	1
5. Paragraphs 1 and 2 are redundant.	1
6. Children who need this Phase are unlikely to possess the language level for "discussions and academic activity."	1
7. This section is too wordy, detailed and repetitious.	1
8. The Phase is not clear about how "verbal mediation" was defined in this context.	1
9. It is not clear whether the verbal associations should be in complete sentences.	1
10. The strategies are too difficult for most of the children.	1
11. It is not clear what "exclusive symbolism" means.	1

SUGGESTIONS

	No. of Teachers
1. This should be done at the start of the school year.	4
2. Phase B should be taught before Phase A.	1
3. Discussion should be included to point out the use of objects, and how people and objects can work together to achieve an objective.	1
4. The labels should be intermittently removed to spark interest.	1
5. Forget the impressive bibliographies and remember that this program is meant for the classroom.	1
6. In reference to paragraph 2: Ignore the grade level in PE classes.	1

III. MASS ABSTRACTION

PURPOSE: TO CREATE AN AWARENESS OF THE CLASSROOM (pp. 88 - 89)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	19	3	14	5	-2
Appropriate	1	2		1	
Useable	16	7	7	3	1
Clear	10	9		4	4
Manageable	16	10	12	3	
Complete	1				

COMMENTS

POSITIVE	No. of Teachers
1. The picture is appropriate, and a good introduction to the lesson.	14
2. The questions are good. They generate further questions and discussion.	10
3. This is a good lesson and a good introduction.	8
4. The materials and preparation are helpful: e.g., the possibility of duplicating the picture.	8
5. The teacher information is helpful: e.g., use of opaque projector.	7
6. The children enjoy using and coloring the picture.	3
7. The picture is different from our room and thus evoked much discussion.	3
8. Going on errands is a good experience for the children.	1
9. The math content is good.	1
10. Able to use this with a trainable class of children ages 12-17.	1
11. The class is able to identify the picture and details.	1

NEGATIVE	No. of Teachers
1. It is difficult to relate the picture to our classroom.	10
2. The 8-and 9-year-olds react negatively. They interpret the picture as a kindergarten and, therefore, too babyish.	7
3. The picture is too detailed, cluttered and unclear.	5
4. A master-making machine is not available.	4
5. This lesson is too easy and has to be upgraded.	3
6. The cooking area confuses the children.	2
7. The class could not decide who the teacher was.	2
8. The children cannot see any desks in the picture.	2
9. The pictures come out smudgy. The reproduction is poor.	2
10. The opaque projector does not show the picture well.	1
11. The children feel neglected in comparing the picture to their own room. Our classroom does not have many of the things shown in the picture.	1
12. Stimulus Picture 1 is dull and uninteresting and is too small.	1
13. Questions 5 and 6 are inappropriate because our children do not know that special classes are smaller than "normal" classes.	1
14. The first set of questions is too difficult for trainables.	1
15. It is not clear whether the rabbit is real.	1
16. Instructions for making a spirit master are unnecessary, since instructions come with the spirit master.	1
17. Question 1 is ambiguous.	1
18. The concepts "large," "small" and "group" should be taught first.	1

SUGGESTIONS

	No. of Teachers
1. Additions to the picture activity:	8
a. have each child color his picture	5
b. do an Experience Chart about the picture	2
c. use a picture of the child's school to compare with the Stimulus Picture	1
2. Transparencies:.	8
a. transparencies of the picture can be made for an overhead projector	6
b. transparencies of each group of children can be used as overlays	1
c. Stimulus Pictures would be more effective as color transparencies	1
3. Each child should have his own picture.	6
4. Related reading and writing activities:	5
a. teach reading by having the children paste labels of the objects on the picture	2
b. use the picture for individual work in reading readiness	1
c. more capable children can use the picture to write sentences describing classroom differences	1
d. this lesson can be expanded to include more curriculum areas	1
5. Additional questions:	2
a. "why are the two boys working on the floor?"	1
b. "is our class a large class?" "Is our class a small class?"	1
6. A large picture would be more effective.	2
7. Several pictures should be provided to give the teacher a choice.	1
8. Single pictures of each area and activity in the classroom should be included.	1
9. Divide the picture into four sections so they can be put together as a large poster.	1
10. The picture should have more objects in it which are easily identifiable with a classroom blackboard, bulletin board, etc.	1
11. Use pictures from Let's Find Out for discussion.	1

	No. of Teachers
12. Wearing chef hats and aprons and "cooking" in class led to much discussion when comparing our room to the picture.	1
13. Flannelboard figures can be made to show action within the class.	1
14. More information is needed on how to use the opaque projector.	1
15. Movie or film strip can be used here.	1
16. Draw a floor plan of the students' own classroom to make identification easier for the children.	1
17. This Phase should be taught in September.	1
18. Ask question 7 first, then 5, because children go from the specific to the general.	1

PURPOSE: TO INDICATE THE NAMES OF MAJOR ROOM PARTS (pp. 90 - 91)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	8	8	1	-1	-1
Appropriate	4	1	2		-3
Useable	15	11	4	2	
Clear	13	8	3	1	1
Manageable	9	6	1	6	3
Complete	1	1			

COMMENTS

POSITIVE	No. of Teachers
1. The children are proud of the diorama.	19
2. The discussion questions are good and the children respond enthusiastically.	14
3. This lesson is good. It is planned.	8

		No. of Teachers
4.	Making the diorama teaches the children the functions of everything in the room and helps them to see new things in the room.	7
5.	Teaching the children to follow instructions is a good idea.	4
6.	The teacher information is good.	4
7.	Materials selection and preparation are good.	3
8.	This activity gives the class a chance to work together as a group.	1

NEGATIVE

1.	The lesson as a whole, and the diorama in particular, are too time consuming.	12
2.	Too much work and effort. Too difficult for it to be useful.	6
3.	The children already know the room and are not interested in making a diorama.	5
4.	The children find it difficult to see the comparisons between the diorama and the actual classroom arrangement. (Too advanced for a primary class.)	4
5.	The materials should not be limited in size.	3
6.	It is difficult to make furniture for the diorama.	3
7.	Patterns in scale would have been helpful.	1
8.	The teacher information is unnecessary.	1
9.	Calling out is difficult to control.	1
10.	Following instructions should be taught in all lessons, not only here.	1

SUGGESTIONS

1.	Alterations and additions to diorama construction:	14
a.	each child can make a different thing for the diorama	2
b.	oaktag is easier to cut and manipulate than a carton	2
c.	cut holes in the box for windows, make doors	2
d.	toy furniture, belonging to the children, could be used	2
e.	use paper objects instead of felt-tipped pen	1
f.	some children made the furniture of clay, which was more appropriate for the younger ones without fine motor skills	1

	No. of Teachers
g. use straws, pipe cleaners, blocks, sponges, clay, felt, yarn, etc. to construct diorama	1
h. the children can make cutouts of themselves to be stapled to the chairs in the diorama	1
i. use small colored blocks like the Stern Arithmetic Blocks	1
j. remove one side of the carton for better viewing	1
2. Have the more advanced students measure the room and help the younger ones make the diorama.	7
3. Preparatory to diorama construction:	5
a. include blueprint and map skills	3
b. label all objects in the room to give an overall picture before making the diorama	2
4. Additional uses for the diorama:	4
a. perceptual activity: have the children pick out a specific piece of furniture from the diorama	2
b. discuss telling time with a clock in the diorama	1
c. play therapy: use diorama as place to act out social relations	1
5. Activities to replace the diorama:	2
a. use a diagram on mural paper instead of diorama	1
b. use the classroom itself instead of making a diorama	1
6. Have the children speak in complete sentences in the discussion.	1

PURPOSE: TO INDICATE (SPECIFICALLY) THE NAMES AND LOCATIONS OF ROOM PARTS (pp. 92-93)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	12	7	4	4	3
Appropriate	10	5	3		2
Useable	20	2	7	3	2
Clear	12	7	3	5	1
Manageable	13	7	3	1	3
Complete	3				

COMMENTS

POSITIVE	No. of Teachers
1. The lesson is good, excellent and instructive.	19
2. The younger children find this activity interesting and exciting.	4
3. Makes the children more observant and more aware of these concepts.	4
4. Teacher information is helpful.	3
5. The "why" questions forces the children to think.	3
6. Labeling is good. It can be combined with spelling.	2
7. This discussion brings more meaning into the children's conception of the classroom.	2
8. Materials and preparation are excellent.	2
9. This lesson leads to good discipline.	1
10. The quiet sign is a good idea.	1

NEGATIVE	No. of Teachers
1. The children are unresponsive to the questions and not interested in this activity.	4
2. There is too much lengthy discussion. Too long for on session.	3
3. Some equipment is not present in the classroom: e.g., tables, closet.	2
4. Class has already done this activity.	2
5. The questions are insufficient for concept development.	1
6. Discussing the positioning of room parts is too abstract.	1
7. The class objects to having labels on anything but their desks.	1
8. The "why" questions are too difficult for the younger children.	1
9. It is unrealistic to expect the children to read all the labels.	1
10. Cellophane tape takes the paint off the walls.	1
11. The Purpose is redundant.	1
12. The last two items on the science corner are irrelevant.	1

SUGGESTIONS

1. Additional activities:	3
a. use the words in spelling lessons	1
b. teach the concept of possessive	1
c. more capable students can measure oaktag, write labels and place labels on appropriate objects	1
2. Masking tape is better than cellophane tape in terms of durability.	3
3. Additions to diorama:	3
a. add: "Exit" and "Entrance" labels on doors	1
b. add: discussion of bathroom	1
c. add: doll corner, toy shelf, music corner, painting corner, teacher's corner	1
4. Games:	2
a. the one who guesses the word on the label can tape it	1
b. put the words on a chart and on individual cards and play a matching game	1

	No. of Teachers
5. Charts to be included:	2
a. light-windows heat-radiators air-windows cleanliness-sink space-pathway light-lights (electric) quiet-corner	1
b. pets-desk (safety) books-table near windows (visibility) coats-closet (convenience-space) reading-quiet corner (study)	1
6. Labeling is only helpful at the time of the lesson.	1
7. Use sturdy wooden furniture to enable children to handle it.	1
8. The labeling should precede making the diorama.	1

IV. DIFFERENTIATING ABSTRACTION 1: LABELING THE PHYSICAL CHARACTERISTICS OF THE CLASSROOM

1 A. THE CLASSROOM HAS GROSS CHARACTERISTICS

PURPOSE: TO STIMULATE AN AWARENESS OF SPECIFIC CLASSROOM CHARACTERISTICS (pp. 94-95)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	3				
Appropriate			1		
Useable	4	3	1	1	1
Clear	7	2	-1		
Manageable	7	-1	-1	1	-1
Complete	-2				

COMMENTS

POSITIVE	No. of Teachers
1. This lesson is good/ good readiness activity.	7
2. The diorama is effective and the children enjoy using it.	4
3. All procedures and preparation are easy to follow and manageable.	2
4. Emphasis on single descriptive words is good.	1
5. The location of one's classroom is important.	1
6. Makes the children more observant.	1

NEGATIVE	
1. The diorama activities are repetitious and the children lose interest. This can be incorporated into the previous lesson.	4
2. Most older primary children have had this material.	3
3. Changing the children's seats is confusing to them, they do better at their own desks.	2

	No. of Teachers
4. The purpose of the questions is unclear. They are not related to the children's experiences.	2
5. The room should be compared to other classrooms rather than to the office which is unfamiliar to the children.	1
6. The preparation statement is unnecessary.	1
7. Children are not ready to sit in a circle. They need a more structured seating arrangement.	1

SUGGESTIONS

1. Use the classroom itself instead of the diorama.	1
2. The summary should be shortened.	1
3. Make a chart comparing children's own room with the other rooms in the school.	1
4. The last question could be developed into a separate lesson.	1
5. Begin questions with: "What does every room have?" Elicit: Walls, floor and ceiling.	1

PURPOSE: TO NAME SPECIFIC PARTS OF THE ROOM (pp. 96-97)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful		-2			
Appropriate				-1	-1
Useable	3	4	6	2	3
Clear	7	5	1	1	2
Manageable	4	3	1	3	2
Complete	-1			-1	

COMMENTS

POSITIVE	No. of Teachers
1. This is a good, enjoyable activity.	7
2. The suggested position concepts are necessary.	3
3. This is a needed and useful arithmetic lesson.	2
4. The diorama is useful in this lesson.	2
5. Emphasis on complete sentences is important.	1
NEGATIVE	
1. The children get tired of discussing the diorama. Combine pages 92-97 into one lesson, or use something in addition to the diorama.	6
2. The children already know these terms.	5
3. Use the real classroom rather than the diorama. (Retarded children like the real, not the make believe.)	3
4. The diorama is unclear, it is difficult to see, and is not needed.	3
5. The questions are stilted.	1

SUGGESTIONS

1. Use a game to reinforce the learning of labels.	2

	No. of Teachers
2. Uses for the diorama:	2
a. use the diorama to teach number names by counting the number of various items in the room	1
b. discuss the function of the objects in the diorama	1
3. Teach the concept of position in space with an arrow fastened to oaktag. Use arrow to point and get responses: up, down, etc.	1
4. Include the teaching of color, texture and size.	1
5. The older children can be taught north, south, east and west.	1
6. Naming specific parts of the room should come before the diorama.	1
7. Perhaps a Stimulus Picture could be used for a comparison.	1

PURPOSE: TO SUMMARIZE CLASSROOM CHARACTERISTICS BY ELICITING ROOM DESCRIPTION (pp. 98-99)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER
Helpful	10	4	6	4	1
Appropriate	9			3	1
Useable	24	5	6	6	4
Clear	19	4	1	3	1
Manageable	17	11	4	8	5
Complete	7				

COMMENTS

POSITIVE	No. of Teachers
1. Using phrases from a second chart for matching is an excellent idea.	18
2. This lesson is good and enjoyable.	15
3. The Experience Chart is good. It is a good reading experience.	11
4. The materials are good.	2
5. Nonreaders enjoy "reading" the chart by rote.	1
6. Most children are able to read the chart after practice.	1
7. The directions are clear and concise.	1
8. The lesson is applicable to an older group.	1
NEGATIVE	
1. Too advanced for some and too easy for others.	4
2. The usage of the second chart is unclear.	2
3. Redundant: pages 95-99 can be done in one lesson.	1
4. The class hardly participated in this activity.	1

SUGGESTIONS

	No. of Teachers
1. Reading and writing applications:	8
a. have class write additional stories for this lesson	2
b. have those who are capable copy the chart	2
c. record those children who read the chart	1
d. make a copy of chart on ditto and have children copy it for practice	1
e. practice spelling words from the Experience Chart	1
f. develop the concept that writing is putting down what someone said	1
2. Have the children include this story in their booklets.	3
3. Math applications:	2
a. measure the room as an arithmetic exercise	1
b. this could be correlated with math: e.g., studying the different geometrical shapes	1
4. Levels of ability:	2
a. do the chart on three levels	1
b. vary activity to meet the needs of different reading levels	1
5. Have the class illustrate the chart.	2
6. Contrast rooms at home with those of the classroom.	1
7. Use Nifty Chart Rack 9020 for all Experience Charts.	1

PURPOSE: IDENTIFICATION OF CLASSROOM CHARACTERISTICS THROUGH OBJECT-WORD ASSOCIATION (pp. 100-101)

*QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	5	5		1	
Appropriate	7	5	1	1	
Useable	10	6	3	3	
Clear	6	7	2	1	2
Manageable	14	9	6	2	2
Complete			1		

POSITIVE	No. of Teachers
1. Lesson is good, enjoyable and helps to increase reading vocabulary.	20
2. Lesson is comprehensible.	1
NEGATIVE	
1. The labeling is too easy and redundant. It should be included with labeling on page 107.	5
2. There is no noticeable gain from labeling objects in the room.	2
3. It is unclear whether the purpose of labeling is to have children learn the words or just associate them with objects.	1

SUGGESTIONS

1. Concerning the labels:	6
a. make another set of labels and have children match these with labels on the objects	3
b. label objects in sentence form: e.g., "This is the floor," rather than "floor."	1
c. use object labels to label individual floor plans of the room	1
d. give a set of labels to each child to use as flash cards	1

		No. of Teachers
2.	Questions to include:	2
	a. "What is on this side of the room?" "What is on the reading table?"	1
	b. "Where is the _____?" child has to point to object and read the label	1
3.	Additional words:	2
	a. use: "hot" and "cold" on water faucets	1
	b. this lesson should be followed by introducing simple words: e.g., go, little, the; and linking them with parts of the room (e.g., go to the chair)	1
4.	Pages 94-100 should be one lesson.	2
5.	This lesson is more usable when divided into several lessons.	2
6.	Put a simple descriptive sentence under indistinguishable drawings to make them distinguishable.	1
7.	Take class on tour of classroom and have them read labels together.	1
8.	This lesson should preceede the chart of "Our Room" on page 99.	1
9.	Index cards should be used because oaktag is hard to obtain.	1
10.	Use masking tape rather than cellophane tape.	1

PURPOSE: IDENTIFICATION OF CLASSROOM CHARACTERISTICS THROUGH "DRAWING" (pp. 100-101)

QUANTITATIVE RATING SCORES

* Included in the rating scores for previous Purpose

COMMENTS

POSITIVE	No. of Teachers
1. The booklet is a good idea. It is appropriate and enjoyable.	7
2. The drawing is an indicator of the child's understanding of the physical makeup of the classroom.	3
3. The booklets are highly motivating.	3
NEGATIVE	
1. The children are self-conscious about their drawing. The activity is too difficult for them.	6
2. Making booklets for so many things is repetitious.	1
3. The drawing is not helpful.	1
4. Stapling the pages together makes the booklet unmanageable.	1

SUGGESTIONS

1. Additional teacher information:	2
a. include information on how the booklets should be kept between lessons	1
b. the number of pages necessary for the booklet should be stated	1
2. Have children cut out pictures from old school supply catalogs and paste them on art paper.	1

	No. of Teachers
3. Have class do the art lesson in place of the activity on page 123.	1
4. Large manila paper (12 x 18) should be used because of children's poor muscle control.	1
5. Have children copy the Experience Charts of the room in their booklets.	1
6. Draw the classroom on the blackboard as a demonstration.	1
7. The teacher can summarize the knowledge gained by each child on the back cover of the booklet for the parents to see.	1
8. The booklets should be prepared at this time.	1
9. Start a new booklet entitled "Our School" to help the child differentiate self from the environment.	1
10. The pages should be 9 x 12 (half the size of regular construction paper).	1

PURPOSE: SPECIFIC EQUIPMENT AND FURNITURE IN THE CLASSROOM USED BY SPECIFIC CHILDREN (pp. 102-105)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	1	1			1
Appropriate	4	3			
Useable	5	1	3	2	
Clear	6	3	2		
Manageable	6	-1			-1
Complete	-1	1		1	

POSITIVE	No. of Teachers
1. This is a good and enjoyable lesson. It includes many good techniques.	9
2. This leads to a good discussion.	1
3. The children learn the necessary differentiations.	1
NEGATIVE	
1. This lesson is too easy for most of the group.	11
2. To what extent the chair and table really "belong" to the child causes confusion. Also, most material does not belong to a child, but is distributed to him.	5
3. The ruler concepts are too advanced to use here.	4
4. Question 1, paragraph 2 is inappropriate because the children cannot read.	2
5. All these questions are unnecessary.	1
6. This concept is difficult to teach to young children.	1

SUGGESTIONS

	No. of Teachers
1. Teach the steps involved in borrowing another child's property.	1
2. Have children make a holder for pencil, scissors and ruler out of vinyl wallpaper.	1
3. Shared items should be discussed here.	1
4. Add: "Name objects used by children and teacher."	1
5. Add: "What do you use when you want to cut something?" Ellicit: "I use my scissors."	1
6. Use this lesson to teach spelling.	1
7. Game: Have older children question younger ones.	1

PURPOSE: VISUAL IDENTIFICATION OF FURNITURE AND EQUIPMENT ASSIGNED TO A SPECIFIC CHILD (pp. 106-107)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	5	1	1	1	
Appropriate		-1	2		
Useable	6	2	3		
Clear	3		2	1	1
Manageable	6	2	5	2	1
Complete					

COMMENTS

POSITIVE	No. of Teachers
1. This is a good, enjoyable activity.	9
2. This is appropriate for trainables or seven-year-old educables, readiness and early reading groups.	2
3. This lesson helps to develop self-concept.	2
4. There are no more disputes over individual property.	1
5. The children are able to make their own labels.	1
6. The booklet is helpful.	1
7. This lesson helps the children learn to clean their desks and keep them neat.	1
8. The lesson helps the children feel secure about leaving their chairs.	1

NEGATIVE	
1. This lesson is too easy, and therefore not necessary for a class of 9-to 12-year-olds.	6
2. Labeling all individual items is too hard for the class. It is unmanageable since the teacher has to make all the labels.	6

	No. of Teachers
3. Pages 102-107 should be made into one lesson.	2
4. Only the child's name should be put on the labels.	2
5. Labels get raggedy looking quickly.	1
7. When the children try to copy their names from the label, they copy the whole label.	1
8. There are no assigned seats in our room.	1

SUGGESTIONS

	No. of Teachers
1. Material changes and additions:	7
a. wide masking tape is better than oaktag for labels	2
b. use masking tape rather than cellophane tape. It holds longer and does not peel paint	1
c. felt-tipped pen is preferable to pencils or crayons	1
d. use manilla paper instead of oaktag	1
e. provide pictures of tables, chairs, etc. for booklets	1
f. take photographs of school and classroom to use with booklets	1
2. Labeling ideas:	8
a. have children print their own labels	2
b. label desks with students' initials	1
c. make labels for months and holidays	1
d. use child's full name on desk for visitors and for each other	1
e. introduce good health habits by labeling objects related to health: e.g., glasses, tissues, toothbrush	1
f. have children read labels before they attach them to objects	1
g. write "This is Mary's desk," rather than "Mary's desk." This helps children speak in complete sentences	1
3. A review of the previous lesson should be included to introduce this lesson.	1
4. Use games for motivation.	1
5. Restate purpose: To learn those articles that are "mine" and those that are "not mine."	1

PURPOSE: IDENTIFICATION OF EQUIPMENT AND FURNITURE IN THE CLASSROOM USED BY A SPECIFIC CHILD THROUGH DRAWING AND WRITING (pp. 108-109)

*QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	2	-1	1	2	
Appropriate	-4	1	-1		-1
Useable	1	1		1	
Clear	5	7	3	1	1
Manageable	5	6	5	2	3
Complete	6				

COMMENTS

POSITIVE	No. of Teachers
1. Drawing the furniture is helpful for early reading groups.	2
2. These activities are easily adapted for the more advanced students.	2
3. Cutting and pasting pictures helps develop muscle and finger control.	1
4. The children enjoy looking for pictures in a magazine.	1
5. Pages 102-109 are helpful in identifying articles used in the classroom.	1
6. The children enjoy making booklets.	1

NEGATIVE	
1. Identification should precede coloring the picture.	5
2. This art lesson is not necessary.	2
3. Redundant. It duplicates previous lessons (pp. 102-109)	2
4. The children are too young to draw objects in the room recognizably.	2
5. There is too much preparation involved here.	1

	No. of Teachers
6. It is too hard to find magazine pictures for each child.	1

SUGGESTIONS

	No. of Teachers
1. Write "This is Mary's chair," rather than "Mary's chair."	1
2. Include "magazines" under materials.	1
3. Discuss good posture for writing (sitting up straight, etc.) as a health activity.	1
4. Teach spelling of words on labels.	1
5. Measure chairs and desks as arithmetic exercise.	1
6. Do pp. 102-109 as one lesson.	1
7. Have children cut out magazine pictures of their own property for reinforcement.	1
8. Play a game using labels and objects.	1
9. Use a tracing pattern to help those children unable to draw.	1

PURPOSE: IDENTIFICATION OF EQUIPMENT AND FURNITURE IN THE CLASSROOM USED BY A SPECIFIC CHILD THROUGH PICTURE-WORD ASSOCIATION (pp. 108-109)

QUANTITATIVE RATING SCORES

* Included in the rating scores for previous Purpose.

COMMENTS

POSITIVE	No. of Teachers
1. The Worksheet is good. It is enjoyable and builds associations.	14
2. Most children can match the pictures with the words.	2
3. The teacher information is good.	2
4. This is nicely developed in Teacher Actions.	1
5. These activities are easily adapted for the entire class.	1
6. The activity is good for teaching reading.	1

NEGATIVE	
1. Most children cannot match the pictures with the words.	8
2. The bottom section is only usable for beginning readers.	1
3. Why is the "u" written like that?	1
4. The Worksheet is boring.	1
5. The desk drawing is difficult to recognize.	1

SUGGESTIONS

1. Include more Worksheets.	3
2. Let slower children use a magazine picture rather than asking them to draw a picture of a chair.	2
3. Substitute scissors for ruler, because ruler concepts are too advanced.	1
4. The Worksheet should be written in upper case letters.	1
5. The Worksheet should be larger to allow the children to color it easily.	1
6. Ditto a Worksheet for each child.	1

		No. of Teachers
7.	Make a transparency and project picture on the blackboard.	1
8.	Include the following workbook of labels of schoolroom furniture, accessories and equipment: The School, 70229, Teacher's Publication, Darien, Conn.	1
9.	Color code the Worksheet.	1
10.	Have some students use initial sounding skills to do the Worksheet.	1
11.	Put word and picture together on the blackboard to assist slower children.	1
12.	Have children match the words on the Worksheet with the labels in the room.	1
13.	Include the Worksheet in the booklet.	1

PURPOSE: EQUIPMENT AND FURNITURE WHICH ALL CHILDREN USE IN THE CLASSROOM (pp. 110-111)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful					
Appropriate					1
Useable	3	2			
Clear	5	3			
Manageable	4	1			
Complete	1				

COMMENTS

POSITIVE	No. of Teachers
1. This is a very good, enjoyable lesson. Leads to good discussions.	8
2. This lesson is necessary.	2
NEGATIVE	
1. The class has difficulty recognizing the labels when they are not associated with the object.	3
2. This lesson is not necessary for my class.	1
3. I do not approve of identifying "yours" and "ours" separately.	1
4. The discussion is redundant.	1

SUGGESTIONS

1. More lessons are needed in differentiating the users of classroom equipment.	1
2. Use film "We Plan Together," Young America Films, Inc.	1
3. Use a point system to reinforce those children who answer a question correctly.	1
4. Try to elicit longer sentences in the discussion.	1

	No. of Teachers
5. Have children draw the classroom.	1
6. Game: Have children make up a story using the words from the lesson.	1

PURPOSE: TO VISUALLY AND VERBALLY IDENTIFY EQUIPMENT AND FURNITURE WHICH ALL CHILDREN USE IN THE CLASSROOM (pp. 112-113)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	1	4		1	
Appropriate	3	4	-1	1	-1
Useable	5	-1	4		
Clear	9	1	1		
Manageable	3		1		
Complete					

COMMENTS

POSITIVE	No. of Teachers
1. The children enjoy choosing and discussing their own labels.	3
2. This activity is good for newer members of the class.	2
3. The labels are helpful. Repetition aids visual recognition.	2

NEGATIVE	
1. The children are bored with the repetition. Include this part with pp. 93, 101 and 103 so that all labeling can be done at once.	5
2. Making labels is too laborious and time consuming for the teachers.	2
3. The children cannot write on oaktag.	1

SUGGESTIONS

	No. of Teachers
1. Include the piano in the materials, e.g., use playing the piano softly as a lesson in consideration of others.	2
2. Do this activity as a game and award points.	1
3. Give the younger children the easier equipment to talk about.	1
4. Indicate how much time should be devoted to this activity.	1
5. Have the teacher make the labels to insure uniformity.	1

PURPOSE: TO SUMMARIZE INFORMATION ABOUT THE EQUIPMENT AND FURNITURE WHICH ALL CHILDREN USE IN THE CLASSROOM (pp. 114-115)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	6	1		1	
Appropriate	3	1	1		1
Useable	7	3	1	3	1
Clear	4	4		1	
Manageable	7	1	2	1	1
Complete					

COMMENTS

POSITIVE	No. of Teachers
1. The Experience Charts are very helpful and interesting to the students.	10
2. The repetition helps the poorer readers.	1
3. The chart about the book corner is good.	1
4. This is easy to correlate with spelling lessons.	1
NEGATIVE	
1. Too many charts frustrate the nonreaders.	2
2. This is dull and repetitious. Include pp. 110-115 in one lesson.	2
3. Our room is too small to have a book corner, science corner, etc.	1
4. Some of the questions are too difficult for the children to understand.	1

SUGGESTIONS

1. Additions to the chart:	7
a. have class copy Experience Chart	4
b. use pictures with Experience Chart	1
c. have children illustrate Experience Chart	1

	No. of Teachers
d. vary Experience Chart to meet needs of different reading levels	1
2. Additional uses for the chart:	3
a. use Experience Chart as a reading lesson for the lowest ability group	2
b. enlarge this unit into a library study instead of just a book corner	1
3. Review: "Things that belong to all of us" and "How we use them" to introduce this lesson.	1
4. Use a tape recorder to help the child evaluate and improve his speech.	1

PURPOSE: EQUIPMENT AND FURNITURE USED BY JUST THE TEACHER (pp. 116-117)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful		1			
Appropriate		-1	-1	1	
Useable	5	4	1		-1
Clear	5	6	1	1	1
Manageable	4	2		1	1
Complete	-1				

COMMENTS

POSITIVE	No. of Teachers
1. This lesson is good/ appropriate.	11
2. This helps children understand that the teacher's equipment is mainly for her use.	3
3. The questions make the children think about things.	1
NEGATIVE	
1. This is a repetition of earlier lessons and does not hold the childrens' interest.	4
2. "Yours" and "mine" are overemphasized.	1
3. This arrangement is too unstructured for the group.	1
4. The children have difficulty understanding what belongs to the teacher.	1

SUGGESTIONS

1. Include a lesson on respect and responsibility for property.	1
2. This can be extended to public and private property: e.g., park vs. front lawn.	1
3. Use an Experience Chart to make a summary of all learnings about our room.	1

PURPOSE: IDENTIFICATION OF EQUIPMENT AND FURNITURE WHICH BELONGS TO THE TEACHER (pp. 118-119)

* QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	1		-1		
Appropriate			-1	1	
Useable	5	2	2		1
Clear	2	1			
Manageable	3	1	1		
Complete					

COMMENTS

POSITIVE	No. of Teachers
1. This is a very important lesson.	3
2. The "Why Not?" idea is good.	3

NEGATIVE	
1. The labeling technique is redundant at this point.	2
2. The concept of "Why Not?" is beyond the class.	1
3. It is not clear what labels remained to be made, or if all labels should be taken down and then replaced again.	1
4. It is difficult to see how the question "Why Not?" can be carried through into the rest of the lesson.	1

SUGGESTIONS

1. Do pp. 116-119 as one lesson.	1
2. Game: The one who answers a riddle makes up one of his own.	1

PURPOSE: REVIEW CHARACTERISTICS AND CONTENTS OF THE CLASSROOM (pp. 118-119)

QUANTITATIVE RATING SCORES

* Included in the rating for previous Purpose

COMMENTS

POSITIVE	No. of Teachers
1. This is a good and enjoyable review.	10
2. The review is necessary and important.	4
3. The game is good.	2
4. The suggested variation stimulates interest.	1
NEGATIVE	
1. Most of this is a repetition of previous pages: e.g., visual identification.	1

SUGGESTIONS

1. Games:	2
a. have children count the items in each category and determine which is "more" and "less."	1
b. use games to make the lesson more active.	1
2. For further differentiation use blue construction paper for teacher's belongings, yellow for children's and green for those items used by all.	1

PURPOSE: IDENTIFICATION OF CLASSROOM CHARACTERISTICS AND CONTENTS THROUGH "COUNTING" (pp. 120-121)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	6				-1
Appropriate	5	1	3	3	1
Useable	9	6	3	1	
Clear	11	7	1		
Manageable	11	10	5	6	5
Complete	2				

COMMENTS

POSITIVE	No. of Teachers
1. The lesson, chart, review and counting are good.	28
2. The children enjoy the activity and the chart.	8
3. These are good concepts to work on. The children get an understanding of the parts of the classroom.	4
4. This lesson is excellent for slow learners.	2
5. This activity reinforces the idea of groups or sets.	1
NEGATIVE	
1. Counting, especially beyond ten, is difficult for many children.	7
2. Only a few children know what "corners" are.	4
3. This lesson is more appropriate for the slower children.	1
4. This lesson is inappropriate for a small room.	1
5. The class is unable to grasp the concept of "more" and "less."	1

SUGGESTIONS

	No. of Teachers
1. Additional activities:	6
a. game: "Touch and Count" can be played	1
b. have children cut out pictures from magazine for chart	1
c. have older children assist younger ones	1
d. have children copy chart	1
e. count everything in the room	1
f. have the children illustrate the chart	1
2. Additional lessons:	2
a. teach ordinal counting	1
b. use spelling	1
3. Tape problems:	2
a. use masking tape rather than cellophane tape	1
b. do not tape anything to the blackboard because it leaves a residue	1
4. Make ditto charts to be filled in by pupils for review.	2
5. Add "blackboards" and "easels" to the chart.	1
6. Introduce the concept of "inventory" in this lesson.	1
7. The number should precede the word in the chart so that it can be read: e.g., 11 desks.	1
8. Elicit complete sentences.	1
9. This activity can be done as a group with children counting together.	1
10. Use an easel for the chart.	1

PURPOSE: TO SUMMARIZE ALL CLASSROOM DIFFERENTIATIONS (pp. 122-123)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	1	1	1		
Appropriate	2				1
Useable	7	1	1		1
Clear	6	3	2	2	2
Manageable	7	3	3	2	
Complete	3	1	1	1	1

COMMENTS

POSITIVE	No. of Teachers
1. This is an interesting and valuable lesson with good results.	28
2. This lesson is good for teaching spatial relations, better than drawing a map.	4
3. The materials and preparation are complete.	4
4. Good review of labeling and classifying.	1

NEGATIVE	
1. Most children cannot connect the object with the abstract shape.	12
2. Pasting the cutouts is too difficult. They are too small for the children.	5
3. Using one sheet of oaktag for each child is too costly.	5
4. This is time consuming.	4
5. This is unmanageable. The teacher should make one map assisted by the students.	4
6. The oaktag is unmanageable because it is larger than the pupils' desks.	2
7. This lesson is a bit difficult.	2

		No. of Teachers
8.	The lesson does not seem to be of any value. It is already covered by the diorama activities.	1
9.	The children do not enjoy this as much as other activities.	1
10.	Confusion results from trying to draw the room to scale.	1

SUGGESTIONS

			No. of Teachers
1.	Additions to lesson:		7
	a.	add: "All children should be facing front for this activity."	1
	b.	this lesson should include the relationship of the building to the town or city	1
	c.	use this lesson as a test	1
	d.	the concepts "front," "back," "side" and "edge" should be included	1
	e.	add: doors: 1" x 2" (brown) windows: 2" x 3" (yellow) blackboard: 1" x 2" (green) sandbox: 1" x 4" (light brown)	1
	f.	the children should assist in the preparation for the activity	1
2.	Aids to the lesson:		6
	a.	use 18 x 24 manilla construction paper instead of oaktag	2
	b.	furniture cut from glued-back paper is easier for little fingers to use than glue or paste	1
	c.	a ditto sheet with sizes and shapes should be included for clarity	1
	d.	the teacher should check the child's placement of the cutouts before gluing	1
	e.	have older children help younger ones	1
3.	Additions to the map:		5
	a.	have the children put a color-word key on their map	1
	b.	have children label the items on the map	1
	c.	try to have the shapes match the color of the objects which they represent	2
	d.	make cutouts to scale	1
4.	In place of map exercise:		3
	a.	have the group make one map instead of individual maps	1
	b.	have the children draw the maps and color them	1
	c.	have the children draw a picture of the room rather than the suggested activity	1

V. DIFFERENTIATING ABSTRACTION 2: LABELING THE PHYSICAL CHARACTERISTICS OF THE SCHOOL BUILDING AIDS IN DIFFERENTIATING SELF FROM MORE DISTANT SURROUNDINGS.

2A. THE SCHOOL BUILDING HAS GROSS CHARACTERISTICS.

PURPOSE: THE PHYSICAL CHARACTERISTICS OF THE SCHOOL (pp. 124-125)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	6	-1	4	-1	
Appropriate	-3	1	1	1	
Useable	5	4	3	3	1
Clear	6	7	-1	3	
Manageable	4	3	5	2	3
Complete	-1				

COMMENTS

POSITIVE	No. of Teachers
1. The picture is highly motivating and good for comparison purposes.	4
2. This is a good lesson for the more capable students.	3
3. This is a good lesson in detail observation and making comparisons. It leads to good discussions.	2
4. This picture applies to our new school.	1
5. The teacher information is helpful.	1
6. The class can recognize all the items in the picture.	1

NEGATIVE	
1. The picture cannot be used because of its marked dissimilarity from our school.	14
2. A larger picture is needed because the picture is too small to label.	3
3. It should be stated where the picture can be found.	1

	No. of Teachers
4. The "idea bridge" method should be used to start a discussion rather than the given questions.	1

SUGGESTIONS

1. Additional activities:	10
a. give every child his own picture to label and color	6
b. have the class draw pictures of the school	2
c. have the children guess which labels are removed when their eyes are closed to reinforce reading of words	1
d. have children copy labeling words	1
2. Naming the school:	2
a. call attention to the name of the school	1
b. give the school a name	1
3. Additional pictures:	2
a. use photos of school environment	1
b. have more Stimulus Pictures	1
4. Use an overhead projector to enlarge picture.	2
5. Begin this discussion with a sketch of your own school.	1
6. A picture of a city public school would be more appropriate.	1

PURPOSE: VISUALLY IDENTIFY THE PHYSICAL CHARACTERISTICS OF THE SCHOOL BUILDING (pp. 126-127)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful		-2	1	-2	-1
Appropriate	-1	1			
Useable	1		2		
Clear		4	1		
Manageable	2	3	1	2	1
Complete	1				

COMMENTS

POSITIVE	No. of Teachers
1. The children are able to make the necessary comparisons and are helped to realize that buildings differ.	8
2. The tour is a fine idea and a good review.	5
3. The questions generate much discussion.	3
4. The unit is excellent for training young minds in observation.	2
5. The suggestion to take actual photographs is helpful.	2
6. The tour provides the children with material for an Experience Chart.	1
7. The discussions before the tour are good.	1
8. The children like to go outside.	1
NEGATIVE	
1. This lesson is only appropriate for new pupils at the beginning of the year. The rest of the children are not interested in the activity.	4
2. Stimulus Picture 2 is not easily associated with either an old or new, large city school.	2

		No. of Teachers
3.	It is difficult for the youngsters to identify the physical characteristics of the building.	1
4.	The class cannot take group visits because of behavior problems.	1
5.	Redundant: These questions are asked when Stimulus Picture 2 is discussed the first time.	1
6.	The children need more information about the environment.	1

SUGGESTIONS

1.	Use pictures or have the children take drawing materials outside to make pictures or discussion aids.	3
2.	Alert the children beforehand to the types of things to look for.	1
3.	Teach the directions north, south, east and west.	1
4.	Have the children cut out magazine pictures of schools for comparison.	1
5.	The questions should be more specific: e.g., "What things enable us to distinguish the front of the building from the back or the sides?"	1

PURPOSE: TO SUMMARIZE THE PHYSICAL CHARACTERISTICS OF THE SCHOOL (pp. 128-129)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful		1			
Appropriate	1				
Useable	1	1	1		
Clear	3	4		1	
Manageable	5	4	2	1	
Complete	1				

COMMENTS

POSITIVE	No. of Teachers
1. This is good. It is appropriate for our beginning reading program, and encourages creative writing.	10
2. The Experience Chart is enjoyable. The children are eager to write stories which incorporate the new information.	6
3. The Experience Charts are manageable.	1
NEGATIVE	
1. The chart stories should be varied for different reading levels.	1
2. It is difficult to get the idea across of generalized sentences for the Experience Chart. More explanation is necessary.	1

SUGGESTIONS

1. Elaboration of the chart:	7
a. have the children illustrate the chart	3
b. have the children copy the chart and paste it into their booklets	2
c. use photographs to illustrate each sentence of the chart	2
2. Additional activities:	4
a. have the children pretend they are describing the school to a newcomer.	1

b. make a chart listing these categories: teacher, room #, grade 1

c. have children write their own stories 1

3. Use the chart as a summary technique: 1

a. record answers to questions, and play the tape back to the children before writing the Experience Chart 1

4. The information can be more involved for an older group. 1

PURPOSE: REVIEW THE PHYSICAL CHARACTERISTICS OF THE SCHOOL THROUGH "WRITING" AND "DRAWING" (pp. 130-131)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	-1				
Appropriate	-2				
Useable	1	1	1	1	
Clear	1	1			
Manageable	1				
Complete					

COMMENTS

POSITIVE	No. of Teachers
1. This lesson is good and enjoyable. It reinforces visual terms.	11
2. The lesson provides independent thinking and creative writing.	1

NEGATIVE

1. Pages 128-131 should be one lesson.	1
2. This lesson is too easy.	1
3. Unable to make visits to every room in the building.	1

SUGGESTIONS

1. Include discussion of past visits to various rooms.	1
2. This called for 9 x 12 paper on p. 100, but on p. 108 it called for $8\frac{1}{2}$ x 11. The size should be the same on both pages.	1
3. Have children sketch the building and playground.	1
4. A picture drawn by the teacher or a photographed building should be available as a model.	1
5. Include painting for interest and variety.	1
6. Easier to use writing paper than to cut manilla paper to make the booklet.	1

28 . ROOM AREAS AND PERSONNEL ASSOCIATED WITH THE SCHOOL BUILDING CAN BE IDENTIFIED

PURPOSE: TO PROVIDE VISUAL IDENTIFICATION OF VARIOUS ROOMS IN THE BUILDING (pp. 132-133)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	1	1	1		
Appropriate		1	1	1	
Useable	3		1	2	
Clear	2	3			1
Manageable	6	3	2	2	
Complete	2				

COMMENTS

POSITIVE	No. of Teachers
1. The tour is a good idea. It is educational and enjoyable.	10
2. The tour provides more material for Experience Charts.	1
3. It was evident from the tour that the children were becoming more observant.	1

NEGATIVE	
1. The school is too big to familiarize the class with all of it. Acquaintance with the areas the children use is sufficient.	4
2. The older children are supersensitive about being seen with those who looked retarded.	1
3. This is not applicable for a mobil unit.	1
4. Activity applicable only to young or trainable children.	1
5. The tour is difficult to manage. The children become talkative. Also limited in visits to other rooms, since some teachers do not want to be disturbed.	3

SUGGESTIONS

	No. of Teachers
1. The tour is too inclusive for one lesson. It should be broken down into separate floors.	3
2. The questions on pp. 135 and 137 should be given before the trip.	2
3. This should be done in the autumn.	1
4. Let the children guide the teacher through the building.	1
5. The teacher should take notes of student responses to the discussion questions.	1
6. Include school regulations in this lesson.	1
7. A floor plan of the school used before and after the tour helps to locate various rooms.	1

PURPOSE: TO DISCUSS INFORMATION ABOUT THE DIFFERENT TYPES OF ROOMS IN THE SCHOOL BUILDING (PP. 134-135)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful		1			
Appropriate			1		
Useable	1	2	1		
Clear		2	1		
Manageable	3	1	1		
Complete	-1				

COMMENTS

POSITIVE	No. of Teachers
1. The lesson is good. The children learned new associations and reinforced previous knowledge.	4
2. Teacher actions are clearly defined.	1
3. This would be expecially usable in early October.	1
4. The questions are appropriate.	1
NEGATIVE	
1. Too many associations for age and intelligence of child: e.g., remembering the names of other teachers.	4
2. Not applicable for a mobile unit.	1
3. The children are overly stimulated by so much to see and so many people.	1
4. Questions 1 and 2 are poorly phrased.	1
5. Rooms should have been discussed before as well as after the visit.	1

SUGGESTIONS

	No. of Teachers
1. Stress the bathroom and prepare an Experience Chart on good bathroom habits.	1
2. Active participation with other grades would create more awareness of both building and staff.	1
3. Pointing out to the children particular or obvious items to look for in a room will help call attention to details.	1

PURPOSE: TO IDENTIFY THROUGH OBSERVATION AND QUESTIONING THE CHARACTERISTICS OF THE DIFFERENT ROOMS IN THE SCHOOL BUILDING (pp. 136-139)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	1				
Appropriate					
Useable	1	1	1		
Clear			1		
Manageable		1	1		
Complete	1				

COMMENTS

POSITIVE	No. of Teachers
1. This is a good, enjoyable lesson. The questions and discussions are good.	6
2. This is worthwhile, although time consuming.	1
3. The lesson is appropriate since most children did not know where the rooms were.	1
4. The visit to the cafeteria is especially good.	1
NEGATIVE	
1. The school does not have special rooms for art, music, library, nurse's office, auditorium, etc.	9
2. Too much discussion.	1
3. One tour is not enough to teach the specific rooms in the building.	1

SUGGESTIONS

1. Include teaching the conduct and manners appropriate for each area.	2
2. After the building tour, make special Worksheets for each of the special rooms. The children can match words and equipment to the room.	1

	No. of Teachers
3. The older group can use the special words as reading words.	1
4. Use pictures to cross out what does not belong in the gym, library, etc.	1
5. When possible, have discussions in the room being visited, particularly the first few.	1
6. Discuss the special rooms that other schools have.	1

PURPOSE: TO DEVELOP WORD ASSOCIATIONS BETWEEN ROOMS AND OBJECTS USED IN THOSE ROOMS (pp. 140-141)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	3	1	2	1	1
Appropriate	3	1	1		
Useable	2		1		
Clear	3	2	3	1	1
Manageable	3	1	1		
Complete	1				

COMMENTS

POSITIVE	No. of Teachers
1. This lesson is good and appropriate.	2
2. The drawings turn out well.	1
3. The children visualize the shape and placement of things in our school as they count.	1
4. This is a good lesson because the children learn the correlation between words and pictures.	1
NEGATIVE	
1. Drawing is too difficult and frustrating for the children.	5
2. This lesson is time consuming.	1

SUGGESTIONS

1. Ask those children who are unable to draw to cut pictures from magazines, or use a tracing procedure.	2
2. Include a discussion of manners in the cafeteria.	1
3. Have the children paint, rather than draw, the objects.	1
4. The art work should follow each visit to each room.	1

	No. of Teachers
5. The lesson is more appropriate for the first few weeks of school.	1
6. Use Peabody pictures.	1
7. Have children use 9 x 12 paper, and put the pictures in their booklets.	1
8. Use an opague projector to show the children's pictures.	1

PURPOSE: TO DESCRIBE THE CHARACTERISTICS OF THE SCHOOL ENVIRONMENT THROUGH "COUNTING" (pp. 142-143)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	2	4	3		
Appropriate	-2	2	2		
Useable		2	3	1	
Clear	4	3			-1
Manageable	4	3	2	1	2
Complete	1				

COMMENTS

POSITIVE	No. of Teachers
1. This is a good and enjoyable practice in counting.	13
2. This is a good lesson in recall and close observation.	1
3. The lesson has a meaningful relationship to what the children experience.	1
4. The teacher information is appropriate.	1

NEGATIVE	
1. This lesson is too difficult and too involved for younger children.	6
2. Some of the questions are inappropriate: e.g., number of doors. Also, some schools do not have cafeteria workers or an art room, etc.	2
3. The concepts "smallest," "largest" and "number order" are a prerequisite for this lesson.	1
4. This lesson is too confusing for the children in a self-contained classroom.	1
5. The lesson is too complicated for a large school.	1

SUGGESTIONS

	No. of Teachers
1. A chart should be prepared and presented before the tour of building because some children's memories are limited.	1
2. The question should read: "Which numeral stands for the largest number?" because all the numerals were the same size.	1
3. Discuss what the other rooms are used for.	1
4. Additional questions:	2
a. add: "How many first grade teachers are there?"	1
b. add: "What are the names of the teachers in the school?"	1
5. Make flash cards with the names of the school personnel.	1
6. A floor plan assists greatly as a visual aid in counting.	1

PURPOSE: TO DETERMINE ROOM LOCATIONS AND TO REINFORCE ROOM NAMES (pp. 144-147)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	5		-1	1	-1
Appropriate	2	2			
Useable	4	1		2	1
Clear	3		-1	3	
Manageable	3	-2	-1		-2
Complete					

COMMENTS

POSITIVE	No. of Teachers
1. This is a good and enjoyable lesson.	10
2. This lesson stimulates discussion about maps and floor plans, and personnel associated with various rooms.	4
3. The more capable children are able to reproduce maps of the floor plan.	1
4. Good for higher educables in a small group.	1

NEGATIVE

1. The map activity is too difficult. The building is too complex. Only those rooms with which the children are familiar should be included in this activity.	15
2. It is difficult to include the class in the planning and making of the maps.	3
3. There is no library in the school.	1
4. The floor plan and discussion was done earlier in the unit.	1
5. This is too complicated for just one lesson.	1
6. The value of this lesson is questionable.	1

SUGGESTIONS

		No. of Teachers
1.	If there is not enough room for the whole school on the construction paper, use a blackboard instead.	2
2.	Use white wrapping paper instead of construction paper.	2
3.	Use overhead projector when drawing the floor plan of the building.	1
4.	Use shoe boxes to make a three-dimensional projector with each child responsible for a different room.	1
5.	Poster board is better than construction paper because it is more durable.	1
6.	Use this lesson to discuss maps as a whole.	1
7.	Add: "Where is the hallway?"	1
8.	North, south, east and west should be taught.	1
9.	"Right," "left," "across" and "next to" should be reinforced.	1
10.	Use various colored chalks to outline the rooms.	1

PURPOSE: TO REINFORCE THE IDENTIFICATION OF ROOM LOCATIONS (pp. 148-149)

* QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	1	1		1	
Appropriate		1			
Useable	3			1	
Clear	1	2	-1		
Manageable	3	2	1	1	
Complete					

COMMENTS

POSITIVE	No. of Teachers
1. The Language Arts discussion is good and enjoyable.	2

NEGATIVE	
1. Most children cannot abstract concrete locations to a map.	2
2. The children have difficulty giving directions.	1

SUGGESTIONS

1. Have students give directions to a visitor, student tutor.	1
2. Discuss the various fire exits.	1
3. Ask special personnel (e.g., custodian) to take children on a tour of their departments.	1
4. Use a replica of the school similiar to a doll house.	1

PURPOSE: TO REINFORCE THE IDENTIFICATION OF ROOM AND BUILDING CHARACTERISTICS (pp. 148-149)

QUANTITATIVE RATING SCORES

* Included in the rating for previous Purpose

POSITIVE	No. of Teachers
1. The lesson is good. It reinforces math concepts.	5
NEGATIVE	
1. This arithmetic lesson is too difficult.	1

SUGGESTIONS

1. Introduce the terms "right" and "left."	2
2. The more capable children can compare numbers in the various classes.	1

PURPOSE: TO SUMMARIZE INFORMATION ABOUT THE VARIOUS ROOMS IN THE SCHOOL BUILDING (pp. 150-151)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	4	1			
Appropriate	1	2		1	
Useable	1			1	
Clear	2	4	-1		
Manageable	7	5	3	2	1
Complete	1				

COMMENTS

POSITIVE	No. of Teachers
1. This lesson is enjoyable and good reinforcement for speaking in complete sentences.	12
NEGATIVE	
1. There are too many charts for young children.	2
2. This activity is discouraging for nonreaders.	2

SUGGESTIONS

1. Divide excercise into two or more sessions. Otherwise the children become fatigued or bored.	2
2. Have the readiness group draw pictures or copy chart for their booklets.	4
3. Use simple language on the Experience Charts.	1
4. Have older group make up their own stories.	1
5. Play a guessing game from descriptions of people and places.	1

VI INTEGRATING ABSTRACTION

PURPOSE: TO REVIEW THE INFORMATION ABOUT THE IDENTIFICATION OF THE PHYSICAL CHARACTERISTICS OF THE SCHOOL. (pp. 152-155)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	1	1	3		-1
Appropriate					1
Useable	2	-1	1		
Clear	1	1			
Manageable		-3	-1	16	-4
Complete	-1				

COMMENTS

POSITIVE	No. of Teachers
1. This is a good activity and a good review. It shows the shape of other areas.	4
2. The discussion is good.	2
3. This lesson is good for older children.	1

NEGATIVE	
1. Making a map of the school is too difficult for the children.	22
2. Too much discussion, too boring and overdone.	3
3. 22 x 30 oaktag per child is not available or too costly.	3
4. 22 x 30 oaktag is too large for the pupils' desk.	2
5. The value of this lesson is questionable.	1

SUGGESTIONS

1. Draw the map on the blackboard with the class.	1
2. Instead of drawing map, place colored squares of paper on the blackboard to indicate the size and shape of the school.	1

	No. of Teachers
3. Make the activity more interesting by creating a game situation.	1
4. Use overhead projector to help children draw their floor plans.	1

PURPOSE: TO INTEGRATE THE INFORMATION ABOUT THE IDENTIFICATION OF THE PHYSICAL CHARACTERISTICS OF THE SCHOOL BUILDING (pp. 156-157)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful			-1		
Appropriate		1			
Useable	1	1	1		
Clear	2	1			
Manageable	2	2	2	1	1
Complete	1				

COMMENTS

POSITIVE	No. of Teachers
1. This is a good and enjoyable activity. It shows the children how to get around the building. It reviews fire drill route, etc.	11
2. The children can go anywhere in building, but it is still helpful to learn to read the maps.	11

NEGATIVE	
1. The lesson is too abstract and difficult. There is little carry-over to reality.	5
2. The map is difficult to draw because the school is large and has several levels and adjacent buildings.	1

SUGGESTIONS

1. Use the map to discuss safety rules during a fire drill.	1

	No. of Teachers
2. Write a short composition on the blackboard related to this lesson.	1
3. Include "right" and "left" in the discussion.	1
4. This can be used as an evaluating exercise.	1
5. Game: Find various rooms in the building using puppets from Peabody Language Kit-Level 1.	1

PURPOSE: TO DIFFERENTIATE THE CLASSROOM AND SCHOOL BUILDING FROM SELF (pp. 158-159)

* QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	1	1			
Appropriate		1			
Useable	1	1	1		
Clear	4	2	3	1	
Manageable	2	3	2	3	
Complete	1				

COMMENTS

POSITIVE	No. of Teachers
1. The discussion is excellent.	1
2. It helps develop language in deprived children.	1

NEGATIVE

None.

SUGGESTIONS

None.

PURPOSE: TO REINFORCE THE IDENTIFICATION OF THE PHYSICAL CHARACTERISTICS OF THE CLASSROOM (pp. 158-159)

QUANTITATIVE RATING SCORES

* Included in the rating for previous Purpose

COMMENTS

POSITIVE	No. of Teachers
1. The riddle game is good and the children enjoy it.	18
2. This lesson is good thinking and speaking practice for the children.	1

NEGATIVE

None.

SUGGESTIONS

1. The riddles can be used as a written test.	1
2. Stress that the children give correct verbal responses.	1
3. Have the children make up their own riddles when they get the idea.	1
4. A list of possible riddle objects would be helpful in preparation.	1

PURPOSE: TO REINFORCE DIFFERENTIATION OF CLASSROOM EQUIPMENT AS RELATED TO WHO USES IT (pp. 160-161)

QUANTITATIVE RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS
Helpful	3		-1	-1	-2
Appropriate	2	1			
Useable	4	1			
Clear	5	2			
Manageable	3	1			
Complete	-2				

COMMENTS

POSITIVE	No. of Teachers
1. The Worksheet is good, manageable, appropriate and clear.	7
2. The lesson is enjoyable and a good review.	7
3. The children can now differentiate equipment in terms of who uses it.	1

NEGATIVE	
1. Poorly constructed Worksheet: e. g., illustrations too small to color.	2
2. Worksheet 2 should include more objects.	1
3. Some of the children forgot which objects are used by the individual.	1
4. The lesson is out of sequence and should come before riddle game on pp. 158-159.	1
5. The coloring should follow the responding to questions.	1
6. Instructions for Worksheet are too difficult for children this age.	1
7. Worksheet is much too easy, too obvious.	1

SUGGESTIONS

	No. of Teachers
1. Additional Worksheets are needed for more reinforcement.	2
2. The children enjoy painting instead of drawing.	1
3. Works well as one-to-one activity when necessary.	1
4. Game: Use picture cards of objects in Worksheets in three categories: Things that belong to me, to everyone, and to the teacher. Have the children file the cards under the proper heading.	1
5. Reproduce Worksheets on construction paper.	1
6. Include additional objects on the Worksheet: e.g., stove, cupboard, scissors, file cabinet, mirror, chalkboard, calendar, easel, workbench.	1
7. Use pictures of objects used in school.	1
8. Use film strips.	1

POST-EVALUATION OF SOCIAL KNOWLEDGE
(pp. 162-163)

COMMENTS

POSITIVE	No. of Teachers
1. This section is very helpful for evaluation.	16
2. This section is clear.	7
3. Most children benefit in some ways.	2
4. The numerical ratings are good. They give the amount of emphasis needed.	1
5. Paragraph 6 is appropriate for the individual differences unique to one's class.	1

NEGATIVE	
1. The ideas presented are redundant, since much of this was discussed in the pre-evaluation section.	3
2. It is difficult to evaluate the answers of the children accurately.	2
3. The evaluation takes too much time.	1
4. "Respect the property of others" is questionable.	1
5. There is little value in comparing the children, since each retarded child is unique. (p. 163, paragraphs 1 and 2)	1
6. Paragraphs 8 and 9 are more complex than necessary.	1

SUGGESTIONS

1. Divide the group into three subgroups in order to teach this Phase. This is due to a variation in age and I.Q. range.	1
2. Use A-B-C for the ratings.	1
3. Most of the evaluations can be made by simple observation.	1

POST-EVALUATION OF SOCIAL KNOWLEDGE RECORD CHART - QUESTIONS

(p. 163A)

COMMENTS

POSITIVE	No. of Teachers
1. The questions are good and relevant.	29
2. This section is very helpful.	9
3. The children are motivated and do well in this area.	7
4. The questions are clear.	6
5. It is easy to adapt questions for nonverbal children.	2
NEGATIVE	
1. It does not seem important for a child to know the names of all the first grade teachers.	8
2. The questions are too time consuming.	4
3. Some of the questions are too elementary.	4
4. The question: "Tell me about our school building," is too general.	2
5. Some questions are unusable because some schools do not have a nurse's office, clothes closet, etc.	2
6. Many questions have to be changed for the children's comprehension.	2
7. The distinction between what a child knows and what he can verbalize should be made.	1
8. The questions relating to the other rooms are unclear.	1
9. The meaning of the numerical rating is unclear.	1
10. The evaluation would be more accurate if it were done on an individual basis.	1
11. The young children tend to forget much of the content.	1

SUGGESTIONS

		No. of Teachers
1.	The teacher can include the children's questions from the discussions.	1
2.	To the bathroom question add: "that we use."	1
3.	The pre- and post-evaluation forms should be the same for a more valid measure of what the child has learned.	1
4.	Separate the ratings for the questions: "Where is the school office?" "Who works there?"	1
5.	Use the word "locker" instead of clothes closet.	1
6.	Suggest some form of multiple choice questions for readers.	1
7.	Should teach more about respecting others' property.	1

POST-EVALUATION OF SOCIAL KNOWLEDGE RECORD CHART - OBSERVATIONS (p. 163B)

COMMENTS

POSITIVE		No. of Teachers
1.	The observations are good and appropriate.	17
2.	The children became more aware of their surroundings.	7
3.	The observations are clear, concrete and easily evaluated.	3
4.	The children learn to respect their own property and that of others as a result of labeling.	1
5.	Having a checklist is helpful.	1

NEGATIVE		
1.	Many students lack respect for others' property.	2
2.	It is unclear why "respects property" as an addition to simply "recognizes property" belongs in the "Physical" aspect.	1
3.	Sometimes when a child is directed to go to a location, he does not listen and thus is not able to display what he knows.	1

		No. of Teachers
4.	The best things that occur in a classroom cannot always be scored.	1

POST-EVALUATION OF SOCIAL KNOWLEDGE RECORD CHART - JUDGMENTS
(p. 163B)

COMMENTS

POSITIVE

1.	The judgments are good.	9
2.	Most of the children did well by the end of the Phase.	3
3.	The judgments are learned after drill and reteaching.	2
4.	The judgments seem to be a culmination of the questions and observations.	1

NEGATIVE

1.	All the children could differentiate themselves from the environment before the beginning of teaching this Phase.	5
2.	The guidelines need improvement.	1
3.	The self is overemphasized.	1
4.	The scale is not comprehensive enough for the judgments.	1
5.	The questioning period is dull. The children get answers from one another.	1

SUGGESTIONS

1.	Perhaps this might be broken down into more segments.	1
2.	More space should be provided to write judgments for each child.	1

VII OVERAL EVALUATION - OVERALL REACTION

COMMENTS

POSITIVE	No. of Teachers
1. The Phase is good.	35
2. The Phase is interesting and enjoyed by the children.	12
3. Much needed information is given to the children. They become more aware of their relation to the room, the school and the respective personnel.	11
4. The teaching ideas are helpful in giving direction. Also helpful for beginning teachers.	9
5. Very enthusiastic about the Social Learning Curriculum, both teacher and class feel a real sense of accomplishment.	8
6. The sequence is good. It is easy to follow.	8
7. The diorama and map are effective and enjoyable. The children are especially involved in the spatial relations activities.	8
8. The Phase is compact, complete and flexible.	7
9. Pages 101 - 112 are excellent for teaching respect for other people's property.	2
10. This Phase is better than Phase A.	2
11. Most lessons have to be repeated twice, but the retention is surprisingly good.	1
12. The math concepts are useful (size, distance, direction).	1
13. The suggested questions for discussion are appropriate for the children's level.	1
14. The class is motivated by the pictures of the tools.	1
15. The Phase saves hours of organizing.	1
NEGATIVE	
1. In general, the Phase is too easy for the class.	25
2. There is too much redundancy: not compact enough. The children's interest cannot be held.	25
3. This Phase was introduced too late in the school year. The materials had been taught in September and October.	22

	No. of Teachers
4. The floor plan is too complicated for some of the children.	7
5. All of the lessons are not appropriate for all pupils.	4
6. The school environment assumed by the Phase is too different from the environment of small town schools to be applicable.	4
7. Children need to go at their own pace. It is difficult to meet the deadline for the Phase. Do not like red tape.	3
8. There is an over emphasis on physical surroundings and labeling.	2
9. There is nothing new in this curriculum as compared to others used.	2
10. The pictures are not interesting and there are not enough teaching aids.	2
11. It is not true that readiness must be based on verbal interactions.	1
12. It is unrealistic to expect quick or successful correction of gross listening and speaking defects.	1
13. The numbering used in Phase A was missed.	1
14. Pages 132 - 142 are too inclusive and should be broken down into several lessons.	1
15. Some children are stronger verbally than socially, and vice versa.	1
16. The pre-evaluation is not useful.	1

SUGGESTIONS

1. Phases A and B blend, since dealing with the environment enhances one's self-image. They could be used simultaneously at the beginning of the year.	6
2. This is good for Primary Specials (ages 5 - 8).	4
3. With an older group the levels could be condensed into fewer lessons.	2

	No. of Teachers
4. The procedures should be adjusted to meet the ability and interest of individual classes.	2
5. The Phase needs more music and poems.	2
6. The Phase needs more active methods to involve the children.	2
7. The approach to correcting some defects should be developmental.	1
8. Phase B should deal with the self-concept.	1
9. List more film strips. They promote participation in discussions.	1
10. Purposes and objectives should be first; followed by the lessons, actions, teacher information, and finally the notes and the teacher evaluation.	1
11. Learning can be reinforced by making up a booklet containing the environmental data.	1
12. Have more Worksheets for children, or a book for each child.	1

REACTION TO FORMAT

COMMENTS

POSITIVE

1. The format is good, well organized, flexible and easy to use.	92
2. The format is easier and better than Phase A.	3
3. The detail is good for a beginning teacher.	3

NEGATIVE

1. The short, broad book format is awkward.	5

SUGGESTIONS

		No. of Teachers
1.	Have less space for notes, more for suggested activities: e.g., films, music.	3
2.	Put all instructions on one page, and notes comments on the next.	2
3.	It would be easier if set up page-by-page as opposed to reading across two pages.	2
4.	A spiral form booklet would be better.	2
5.	To be most useable this should be set up on three levels of learning.	1
6.	Reverse Notes and Teacher Actions for more natural writing.	1
7.	Teacher Information section should be made to stand out more.	1
8.	Teachers need more specific guidelines.	1
9.	A "unit"type setup would be more familiar.	1

HELPFULNESS

COMMENTS

POSITIVE

1.	The Phase is helpful in providing direction and ideas.	51
2.	Helps the children achieve independence in getting around the building.	6
3.	The Phase provides sequential learning of important material.	5
4.	Many children understood the ideas.	4
5.	The Experience Charts are helpful.	2
6.	The Phase teaches the differences between "mine," "yours," "ours"; and helps children differentiate between self and the environment.	2

	No. of Teachers
7. The Phase is helpful in developing confidence and belonging to a group.	2
8. The Phase stimulates verbal interaction among children and between teacher and child.	1
9. The Phase is helpful for review.	1
10. The Phase is good for new students.	1

NEGATIVE

1. Most of the class already knew the concepts.	7
2. Some children do not understand the Phase.	1
3. Our school is too big for the related aspects of the Phase: e.g., tour of building.	1
4. There is too much detail. It drags on and on.	1

SUGGESTIONS

1. Use at the beginning of the school year.	4
2. Best for nonreaders.	1

USEABILITY

COMMENTS

POSITIVE

1. The Phase is useable.	48
2. The Phase meets the children's needs.	10
3. The children enjoy the activities.	4
4. The Phase provides a guide to follow. The sequence and detail are good, and the Phase easy to handle.	4
5. The Phase is flexible.	4
6. The Phase had concrete materials.	3

	No. of Teachers
7. The Phase provides good topics and ideas to initiate discussion.	2
8. Especially useable for the newer and younger students.	2
9. The Phase helps the children to be more responsible.	1
10. This correlates well with our readiness program.	1
11. The Phase is good as review or reinforcement.	1

NEGATIVE

1. The class has few deficiencies in the areas covered by Phase B.	4
2. Some parts are too advanced (map or floor plan).	4
3. The Phase is too repetitious.	2
4. A longer time has to be spent in each area in comparison to Phase A.	2
5. Often too detailed: children cannot know all the first grade teachers and other personnel.	2
6. Our classroom lacks many of the objects referred to.	1
7. Not useable as presented, but helpful as a basis for related social learnings.	1
8. Not useable with all children at the same time in one class.	1

SUGGESTIONS

1. Make ditto masters of the Worksheets ready to run off.	1
2. Need to update content and activities.	1

APPROPRIATENESS

COMMENTS

POSITIVE	No. of Teachers
1. The Phase is appropriate. It helps the children learn about their environment.	56
2. This is a good review.	2
3. The questions are appropriately worded.	1
4. The labeling is good language training for the young children.	1
5. The section on ownership differences is good.	1
6. This helps the children to become responsible, courteous and good school citizens.	1

NEGATIVE	
1. The Phase is too basic. It is more appropriate for younger children and trainables.	13
2. Some children have difficulty with the tasks. They are more appropriate for an older group.	6
3. There is too much emphasis on maps or floor plans. They are too abstract for the children.	4
4. Too detailed and repetitious.	3
5. Some parts are too easy; some parts are too difficult.	2
6. More attention should be given to the family.	1
7. The art work is too difficult or too much time is needed.	1

SUGGESTIONS

1. The Phase should be done earlier in the year.	5
2. More difficult activities are needed for the older children.	2
3. Include the home between the self and the school.	1
4. One might use Phase 2 before Phase 1. A guide would be the class MA.	1

CLARITY

COMMENTS

POSITIVE	No. of Teachers
1. The Phase is clear and easy to follow. It is in sequence.	67
2. The expectations are clear.	5
3. The questions allow for development.	1
NEGATIVE	
1. The Phase can be more concise; less detailed and redundant.	5
2. The meaning of "differentiating self from immediate surroundings" and "differentiating self from more distant surroundings" is unclear.	2
3. Unclear what is actually meant by the term "differentiations."	2
4. Some of the questions are ambiguous and have to be modified.	2

SUGGESTIONS

1. Need explanation as to how the activities advance the children's thinking abilities.	1

MANAGEABILITY

COMMENTS

POSITIVE	
1. The Phase is manageable.	51
2. The Phase is flexible enough to allow for individual differences in teachers and classes.	4

POSITIVE	No. of Teachers
3. The Phase is easily integrated into daily activities, such as social studies.	4
4. The sequences are well organized and logical.	3

NEGATIVE	
1. The Phase is too difficult for some children and too easy for others.	2
2. It takes too long to construct the diorama, or to do all activities mentioned.	2
3. The language arts require too long an attention span for the class.	1
4. The maps are not useable due to the complexity of the school.	1
5. Making the furnishings and keeping them in shape is difficult.	1

SUGGESTIONS

1. Manageability would be enhanced if the teacher could study it and prepare in advance.	1

RELEVANCY

COMMENTS

POSITIVE	
1. The Phase is relevant.	40
2. Familiarizing the children with the school environment is good, especially good for new students.	8
3. The Phase helps the children explore the environment in a meaningful way.	5
4. The Phase relates well to math and reading programs.	3
5. The labeling helps teach the differences between the self and the environment.	2
6. This follows Phase A nicely.	2

	No. of Teachers
7. It is important for the children to learn that they are part of a facility and have responsibilities toward it.	1
8. The Phase is good for older groups.	1

NEGATIVE

1. The redundancy results in children becoming bored, the Phase should have been more exciting.	5
2. This is not entirely relevant.	3
3. The Phase is too basic and too easy for a group of 10-to 12-year olds.	2
4. Our school building is too large to allow us to use this Phase.	1

SUGGESTIONS

1. This should be taught early in one's schooling.	1
2. More activities on the care of the classroom should be added.	1
3. Include "home and the family" as in Phase A.	1

COMPLETENESS

COMMENTS

POSITIVE

1. The Phase is complete.	40
2. It teaches facts which the children do not learn unless specifically taught.	13
3. The Phase is not redundant. The repetition is necessary.	13
4. A comparison or pre-and post-evaluation scores shows improvement.	1

	No. of Teachers
5. This is better than Phase A.	1
NEGATIVE	
1. Much of the Phase is redundant or overdone and the children became bored: e.g., the labeling.	27
2. The three lessons on the child's property, the teacher's property, and the property of everyone overlap and can be taught together.	3
3. The reasons that articles are needed in a school are omitted.	1
4. Nothing is included on building maintenance such as heating and lighting.	1
5. Not enough teaching aids. Also need more bibliography.	1
6. There is too much stress on differentiating the self from the environment.	1
7. Children already know much of the Phase content.	1
SUGGESTIONS	
1. It should be emphasized that the skills learned must be practiced and reviewed.	1
2. The language arts and arithmetic sections should have more readiness activities which are related to the differentiations being taught.	1

ASPECTS OF THE PHASE WHICH TEACHERS LIKED THE LEAST

		No. of Teachers
1.	Children cannot be sent to other teachers' rooms or go visiting too often.	22
2.	The differentiation between "ours" and "others" is overemphasized.	14
3.	Room areas and associated personnel are forgotten or confused.	12
4.	The map and diorama are too abstract.	12
5.	The redundancy: e. g., pp. 117-119.	12
6.	Making a floor plan, booklet, drawing suggestions because the group did poorly.	10
7.	The Stimulus Pictures and Worksheets.	8
8.	Too easy for many children.	9
9.	Needed music, instructional aids and supplementary materials.	5
10.	The evaluation is too detailed and time consuming.	4
11.	The labeling. Young children cannot read or write.	4
12.	The booklet is too bulky and clumsy. It takes too long to read all the material.	4
13.	Not useful if the children are familiar with the school. (Should have been taught in September.)	3
14.	The activities tend to get boring. There is little variety.	3
15.	An oaktag sheet for each child is too costly, time consuming and cumbersome.	2
16.	Some children cannot sit in groups such as a semicircle.	1
17.	There are too many chart stories.	1
18.	Some of the special rooms are not applicable to our situation.	1
19.	Physical surroundings are overemphasized.	1
20.	There should be more student activities. Children feel accomplishment by doing.	1

21.	The ideas are too isolated.	1
22.	The absence of a method for recording information on the first field trip.	1
23.	The material goes from too simple to too difficult.	1
24.	Pages 121 and 143 (counting things) does not seem to have a purpose.	1
25.	The questions.	1
26.	The pre-evaluation.	1

ASPECTS OF THE PHASE WHICH TEACHERS LIKED THE BEST

	No. of Teachers
1. The following contents of the Phase are very good:	77
a. learning the gross characteristics of the school building and personnel	33
b. identification of the gross characteristics of the classroom	19
c. recognizing one's own property and respecting the property of others	13
d. the map of the school and the floor plan	9
e. distinguishing the self from nearby surroundings	3
2. The fact that the children enjoy it, and they learned from it.	20
3. The sequence, structure, format and continuity.	19
4. The content. Concrete and completely organized attempt to orient the children.	13
5. The information given to the teacher, teaching techniques and theory.	7
6. The Experience Charts, and follow-up sheets.	6
7. The Worksheets, pictures and information booklet.	6
8. The materials.	4
9. Making the diorama with each child constructing an object for it.	3
10. Like everything!	2
11. The way it correlates with other subjects in the unit.	2
12. The children develop a sense of values.	1
13. Going outside to explore the school area.	1

OVERALL SUGGESTIONS

		No. of Teachers
1.	Greater variety of activities: e.g., more Worksheets, stories, poems and games, and an alternation of them for reteaching, alternative ideas for more advanced students.	18
2.	Have more adaptable, flexible materials and concepts for specific situations.	6
3.	More active activities should be used.	6
4.	Update the Worksheets for a more modern outlook of the classroom and the school.	3
5.	Make the Phase less redundant. Condense the lessons.	3
6.	Have a general outline or index indicating the purposes or areas to be taught instead of explicit questions.	3
7.	More audiovisual aids should be used: e.g., films and a tape recorder.	2
8.	Make the environment smaller: e.g., as one floor or one side of the building.	2
9.	Making a floor plan would be more meaningful for older children, or else simplify floor plan by including only a few important details.	2
10.	There should be a lesson in "left" and "right," "next to" and "across the hall."	2
11.	More stress on cleanliness and neatness.	1
12.	There should be more math and reading.	1
13.	Do not start the Phase at the beginning of the term when the children are confused about school routines.	1
14.	Start the Phase in September.	1
15.	Include a discussion of materials used in building schools.	1
16.	Introduce a compass to teach north, south, east and west in the classroom.	1
17.	Introduce ruler concepts before making floor and building plans.	1
18.	Things to be dittoed should be put on a master. This would save time.	1

	No. of Teachers
19. Taking pictures of the school makes the children more interested in the Phase than any other activity.	1
20. Give the teacher the Phase ahead of time to prepare the materials.	1
21. Include more building tours.	1
22. Include classroom routine, reinforce days of the week and months.	1
23. Use a "unit" format.	1
24. Allow more time to teach the Phase.	1
25. The labeling should be more explicit.	1

TIME USED TO TEACH THE PHASE

Hours of Class Time Used	
Under 8	4
8 - 9	5
10 - 14	14
15 - 19	8
20 - 24	8
25 - 29	6
30 - 34	14
35 - 39	3
40 - 59	2
60 - 99	3
100 or More	4

WEEKS EXTENDED

Number of Weeks	No. of Teachers
1 - 2	1
3 - 5	17
6 - 8	34
9 - 11	10
12 - 14	10
15 or More	3

VII REACTION TO EVALUATION FORM MANAGEABILITY

COMMENTS

POSITIVE	No. of Teachers
1. The booklet is manageable and complete.	30
2. This is easier than Phase A.	14
NEGATIVE	
1. The evaluation procedure is too detailed and time consuming.	23
2. The evaluation is too difficult and confusing.	6
3. Do not use the carbon paper. It's easier to evaluate after an event occurs.	6
4. A check list would be better.	2
5. The Phase A evaluation form is better.	2
6. It is difficult to go back and evaluate each lesson.	1
7. There is too much to have on hand when presenting the lessons.	1

SUGGESTIONS

1. Comments under teaching procedures would be enough.	1
2. The booklet should be labeled in some relation to the text.	1

COMPLETENESS

COMMENTS

POSITIVE	
1. The evaluation is complete.	52
2. Excellent follow-up in all areas of the curriculum.	2
NEGATIVE	
1. Too lengthy and too much work.	11

	No. of Teachers
2. Incomplete. Need to add some original evaluation methods.	1
3. Did not like the "extra-slip-of-paper" questions. They were too hard to understand.	1

SUGGESTIONS

None.

CLARITY

COMMENTS

POSITIVE

1. The evaluation questions and procedures are clear.	54
2. Evaluation procedures became clearer after the Attica meeting.	1

NEGATIVE

1. The evaluation procedures and questions are too detailed and time consuming.	8
2. Cannot really follow the evaluation procedures and questions: e.g., use of the box ratings, too many topics in the matrices.	5
3. It was not clear whether an evaluation is wanted of each step and lesson, or just the ones needing comment?	4
4. Not sure if each page in the evaluation booklet is for a page or a section in the teaching manual.	2
5. Should the evaluation be based upon the teacher's opinion or the value to the group?	1
6. Pages 11, 12 and 13 took too much time to evaluate.	1
7. Have less matrix topics: useable and manageable seem to overlap.	2
8. The pre-evaluation and the post-evaluation sections are the only ones necessary.	1
9. Ask the teachers more specific questions to save time.	1

	No. of Teachers
10. Using the carbon in the same booklet is difficult, would prefer a booklet to fill out after each lesson.	1
11. Put the cover at the front of the book.	2
12. Shorten the evaluation booklet:	9
a. use a more global evaluation	5
b. ask for additions, deletions and overall evaluation	2
c. one page after each for teacher to comment on	2
d. just provide a check list	6
13. Have an overall reaction plus some space to comment on the lessons.	4
14. Incorporate evaluation tear sheets in the Phase.	3
15. The pages should be numbered to correspond to the booklet.	3
16. A ring type binding is easier to handle, change the shape to a regular book.	2
17. Give more time for each Phase.	1
18. Include a section on evaluation if a teacher found the material inappropriate for her class.	1
19. Have a tally sheet for time used each day.	1
20. Have some indication for suggestions in the ratings.	1

SUGGESTIONS

1. It would be beneficial to have the material before meeting with your representative.	1

REDUNDANCY

COMMENTS

POSITIVE

1. The evaluation is not redundant.	14
2. It allows for skipping sections known by the children.	1

NEGATIVE

1. The evaluation is redundant: notes and matrix overlap. It

	No. of Teachers
is not necessary to evaluate each paragraph or page separately.	31
2. The teaching procedures rating is too time consuming A paragraph on each lesson would be more conclusive.	9
3. Asking about the appropriateness of the evaluation would be sufficient.	3
4. There are too many questions on pages 11 - 15.	1
5. It might have been redundant if I had filled out all the pages.	1

SUGGESTIONS

None.

FINAL REMARKS

In general, teachers reacted very favorably to Phase B. The introductory sections received a high proportion of positive comments with the exception of the procedures for Assessment of Readiness Knowledge where some teachers felt that it was unrealistic to expect gross listening and speaking difficulties to be quickly corrected before proceeding with the Phase. There was also some ambivalence towards the judgments on the Pre-Evaluation of Social Knowledge Record Chart. Some teachers felt that most children already knew they were different from the environment.

The Teaching Procedures, summing all positive and negative scores, indicated a highly favorable reaction to the Phase. Table 2 showed the overall score to be 1,492 in the positive direction.

TABLE 2

OVERALL RATING SCORES

	MATERIALS	PREPARATION	TEACHER INFORMATION	PURPOSE	TEACHER ACTIONS	TOTAL
Helpful	104	41	35	17	-2	195
Appropriate	45	35	15	13	1	109
Useable	174	74	67	38	15	368
Clear	166	114	26	30	18	354
Manageable	184	100	68	53	27	432
Complete	25	3	2	1	3	34
Total	698	367	213	152	62	1492

On the basis of this table the following generalizations can be made:

1. The overall ratings of the teachers on Phase B were highly favorable. Only the helpfulness of the Teacher Actions received a negative rating.

2. The Teacher Actions received a lower score than other sections on each of the dimensions rated. This may be due to a sequential effect on the ratings expressed in the orderly decline of rating scores across the columns in Table 2. On the other hand, teachers may have used the curriculum as a guideline to develop their own Teacher Actions, and preferred not to follow the Phase's Teacher Actions step-by-step.

3. Teachers considered the Phase Manageable, Useable and Clear.

The dimension on which the Phase received the lowest score was Completeness. It may be that teachers did not consider the fact that Phase B is only a small part of the Social Learning Curriculum. The total picture of the curriculum would not emerge unless a complete curriculum were presented. On the other hand, the qualitative comments revealed that a number of teachers felt that there was too much redundancy in the Phase and suggested that a greater variety of activities, Worksheets, games, etc., be included.

Before passing on to the qualitative data, it should be noted that the rating scores for Teacher Actions and Completeness were both in the positive direction, indicating that the weakness exists only in comparison to other sections or dimensions. That is, the Teacher Actions were weaker than the other parts of the Teaching Procedures, and the Phase lacks completeness only relative to the other dimensions sampled. In terms of absolute scores, both Teacher Actions and Completeness received positive scores.

The qualitative comments also indicated that Phase B was favorably received by the field-test teachers. Some negative comments did emerge however, and these should be carefully considered for the purpose of revising the curriculum.

1. Many teachers indicated that they had already taught much of the content included in Phase B at the beginning of the year. They suggested that Phase B should be introduced before Phase A, or that Phase A and B should be introduced simultaneously at the beginning of the school year.

2. The variability within the class was still a serious problem. (This was also true of Phase A.) Many teachers stated that the Phase was too easy for some children and too difficult for others. If teachers cannot be helped to overcome this problem, the usefulness of the curriculum will be limited.

3. The following negative comments were related to specific activities or specific sections.

   a. The diorama activities (e.g., pp. 90-91) were too time consuming.
   b. Most children cannot connect the object with the abstract shape (pp. 122-123).
   c. Stimulus Pictures 1 and 2 were not very useful because of the dissimilarity between the pictures and the actual school building and classroom.
   d. The Map activities (e.g., pp. 152-155) were too complex and difficult.
   e. It was not practical to visit other teachers' rooms.
   f. Room and personnel associations were too complicated for the children.

4. Some teachers pointed out that the Phase was, in general, too easy for their class, or that the Phase was too redundant and failed to hold the children's interest (e.g., the labeling). A greater variety of activities and alternative activities for more advanced students may be helpful to these teachers. Activities such as games and riddles (e.g., pp. 158-159) seemed to be particularly successful.

5. The Evaluation for Phase B was too detailed, too much work, and too time consuming. The suggestions have been used to improve the evaluation form for future Phases. The new evaluation form will be introduced in Phase 4.